CLARK

North Georgia College

Graduate Bulletin

NOTICE OF RESPONSIBILITIES

Institutional

1. North Georgia College does not discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973. This nondiscrimination policy applies to admission or access to, or treatment, or employment in, its purpose and activities.
2. No person shall, on the ground of sex, age, creed, race, or national origin, be excluded from participation in or be denied the benefits of any program or activity conducted by North Georgia College.

Student

1. It is important all students note that it is their responsibility to keep themselves apprised of current admission, retention and graduation requirements for their particular degree program.
   The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and North Georgia College. The College reserves the right to change any provision listed in this catalog, including, but not limited to academic requirements for graduation, without actual notice to individual students.
2. It is important that all students satisfy their financial obligations to North Georgia College. The College reserves and intends to exercise its right to withhold copies of educational records and/or to disenroll students who owe money to the College.

North Georgia College is a Senior Unit
of the University System of Georgia

Graduate Bulletin

1983-1985

For clarification of or additional information about any part of this book, please contact the Director of Graduate Studies, North Georgia College, Dahlonega, Georgia 30597 or 404-864-3391.

GRADUATE CALENDAR 1983-85

Fall Quarter, 1983	
September 15	Student Advisement
September 16	Late Registration
September 19	First Day of Classes
September 21	Final Day for Changing Schedules
October 21	Last Day for Drop with W
October 24	Mid-Term Grade Reports Due
November 7-10	Advisement
November 8-11	Registration for Winter Quarter
November 12	Comprehensive Examination
November 24-25	Thanksgiving Recess (Begins at 12:00 noon on Weds., Nov. 23)
November 30-December 2	Final Examinations
December 5	Final Grade Reports Due
Winter Quarter, 1984	
January 2	Student Advisement (1:00-5:00 p.m.)
January 3	Late Registration/First Day of Classes
January 5	Final Day for Changing Schedules
February 6	Last Day for Drop with W
February 7	Mid-Term Grade Reports Due
February 13-16	Advisement
February 14-17	Registration for Spring Quarter
February 24	Comprehensive Examination
March 13, 14, 15	Final Examinations
March 16	Final Grade Reports Due
Spring Quarter, 1984	
March 26	Late Registration/First Day of Classes
March 28	Final Day for Changing Classes
April 27	Last Day for Drop with W
April 30	Mid-Term Grade Reports Due
May 4 & 7	Advisement for Summer Quarter
May 7-8	Registration for Summer Quarter
May 11-16	Advisement for Fall Quarter
May 14-17	Registration for Fall Quarter
May 19	Comprehensive Examination
June 3	Commencement
June 4-6	Final Examinations
June 7	Final Grade Reports Due

***Summer Quarter, 1984**

June 14	Late Registration
June 15	First Day of Classes
June 18	Final Day for Changing Classes
July 4	Independence Day Recess
July 12	Last Day of Classes for First Short Session
July 13	First Day of Classes for Second Summer Session
July 21	Comprehensive Examination
July 23-24	Advisement
July 24-25	Registration for Fall Quarter
August 10	Final Examinations
August 13	Final Grade Reports Due

Fall Quarter, 1984

September 13	Student Advisement
September 14	Late Registration
September 17	First Day of Classes
September 19	Final Day for Changing Schedules
October 19	Last Day for Drop with W
October 22	Mid-Term Grade Reports Due
November 5-8	Winter Advisement
November 6-9	Registration
November 17	Comprehensive Exams
November 22-23	Thanksgiving Recess (Begins at 12:00 noon on November 21)
November 28-30	Examinations
December 3	Final Grade Reports Due

Winter Quarter, 1985

January 2(1:00-5:00 p.m.)	Student Advisement
January 3	Late Registration/First Day of Classes
January 7	Final Day for Changing Schedule
February 6	Last Day for Drop with W
February 7	Mid-Term Grade Reports Due
February 13-15, 18	Spring Advisement
February 14, 15, 18, 19	Registration
February 23	Comprehensive Exams
March 14, 15, 16	Examinations
March 18	Final Grade Reports Due

***65 minute classes**

Spring Quarter, 1985	
March 25	Late Registration/First Day of Classes
March 27	Final Day for Changing Schedules
April 26	Last Day for Drop with W
April 29	Mid-Term Grade Reports Due
May 6 & 7	Summer Advisement
May 7-8	Summer Registration
May 11	Comprehensive Exams
May 13-16	Fall Advisement
May 14-17	Fall Registration
June 2	Commencement
June 3-5	Examinations
June 6	Final Grade Reports Due
***Summer Quarter, 1985**	
June 17	Late Registration
June 18	First Day of Classes
June 20	Final Day for Changing Schedules
July 4	Independence Day Recess
July 23-24	Fall Advisement
July 24-25	Registration
July 27	Comprehensive Exams
August 12-14	Examinations
August 15	Final Grade Reports Due

*65 minute classes

General Information

Expenses and Fees
Financial Aid
Facilities

GENERAL INFORMATION

History

North Georgia College was founded in 1873 as an agricultural and mechanical college for men and women. At present it is a state-supported, liberal arts, senior college unit of the University System of Georgia under the direction of the State Board of Regents. It is located in Dahlonega, Georgia, on the site of the original U.S. Government Gold Mint. Dahlonega, a town of about 3,000 people, is set in the foothills of the beautiful Blue Ridge Mountains—55 miles/1 hour north of metropolitan Atlanta via Georgia 400.

North Georgia College was approved by the Board of Regents of the University System of Georgia to initiate a graduate program for teachers in June, 1974. This approval followed a four-year period of service by the College as a resident graduate center for the University of Georgia. In its approval, North Georgia College was authorized to offer the Master of Education degree in the areas of Early Childhood Education, Elementary Education, Secondary Education, and Special Education. Middle Grades Education was added in 1978.

Statement of Purpose

The objectives of the program are directly related to the goals of North Georgia College as stated in the statutes of the college. More specifically, the program is designed to provide preparation for teachers at the fifth year level, to equip superior graduate students for study at advanced levels, and to provide teachers who do not desire a graduate degree the opportunity to enhance their skills and knowledge. Any graduate of the program should be capable of sustained study, possess a relatively broad knowledge of the literature in his area of study, and have a reasonable ability to engage in appropriate research.

Accreditation and Memberships

North Georgia College, as a senior member of the University System of Georgia, is a fully accredited member of the Association of American Colleges, the Association of Military Colleges and Schools, the Southern Association of Colleges, and the Association of Georgia Colleges. Its work in the field of education is recognized and accredited by the National Council for the Accreditation of Teacher Education and the Georgia State Department of Education. The quality of the training offered in all departments has long enjoyed national recognition. A significant number of its graduates attend graduate and professional schools.

COLLEGE EXPENSES AND FEES*

All fees are payable at the time of registration for each quarter. Registration is not complete until all fees have been paid. All matriculation and other charges are subject to change without notice. Payment may be made either in cash or by check. If a check given in payment of a student's fees, books, or supplies is not paid upon presentation to the bank on which it is drawn, the student will be charged the maximum service charge for late registration, which is $15.00 and a $5.00 bad check service charge.

Application Fee

ALL APPLICANTS to North Georgia College for graduate studies must submit a ten dollar ($10.00) Application Fee with their Application Form before the applicant will be given consideration as a prospective student. The Application Fee is non-refundable and will not apply toward the student's registration fees.

Tuition

The University System of Georgia requires no general tuition fee of students who are legal residents of the State of Georgia, and there is no charge for instruction, except for certain courses requiring instruction on an individual and small-group basis.

Matriculation Fee—Resident Students

Each student is required to pay matriculation fees. A student who is a legal resident of the State of Georgia according to the regulations of the Board of Regents of the University System of Georgia, and who has been a legal resident of the state for at least twelve months preceding the date of his registration must pay Resident Student fees. These fees are payable in advance at the beginning of each quarter.

Matriculation Fee	$247.00 per quarter
	21.00 per quarter hour

Matriculation and Tuition Fees—Non Resident Students

Each student who has not been legally domiciled in the State of Georgia under the regulations of the Board of Regents for at least twelve months preceding the date of his registration shall pay at the beginning of each quarter the following matriculation and tuition fees:

*All dollar amounts are subject to change without notification.

Matriculation Fee	$247.00 per quarter 21.00 per quarter hour
Tuition—Out-of-State	$495.00 per quarter 41.00 per quarter hour
Total	$742.00 per quarter 62.00 per quarter hour

Student Activity Fee

A student activity fee of $30.00 is charged every student taking six or more hours each quarter. The opportunity for students to enhance their total college environment and more fully appreciate the aesthetics of cultural, religious, social, and athletic participation is an integral part of a sound educational process. Student activity fees are utilized to provide cultural, social, and athletic programs for the entire student body. In addition, these fees provide financial support for student facilities at the College, guest speakers and lecturers, student publications, and similar projects which are available for the exclusive use of the students of North Georgia College.

Student Health Fee

A student health fee of $26.00 is charged every student taking six or more hours each quarter. The Infirmary is open for student use on a 24 hour a day basis and consultation with a physician is available daily.

Room and Board

Room and board is available at the following rates:

Room	$216.00 per quarter
Board	$280.00 per quarter

Room reservations can be made by submission of a $25.00 deposit.

Late Registrants

A student who fails to register during the period set aside for this purpose will be required to pay a $15.00 service charge for late registration.

Transcript Fee

A student who has discharged all financial obligations to North Georgia College is entitled to receive on request and without charge one transcript of his academic record. A charge of $1.00 will be made for each additional transcript. If supplementary work is taken at the College, one additional transcript of the student's total record will be furnished without charge.

Graduation Fee

Every student receiving a degree must pay a graduation fee of $20.00 to cover all expenses, including the rental of cap, gown, hood, and the cost of the diploma. Students may procure the necessary forms and pay the graduation fee at the Registrar's office.

Refund of Matriculation Fees

Formal withdrawal must begin with a written approval from the Director of Graduate Studies. At the time this approval is granted, specific instructions will be given for the student to complete his formal withdrawal. Any deviation from this procedure will be considered as an irregular withdrawal and will result in the forfeiture of the refund.

In the case of formal withdrawal, a refund of the Matriculation Fee may be made on the following basis:

(1) Withdrawal during one week following the scheduled registration date; a refund of 80% of the Matriculation Fee paid for that quarter;
(2) Between one and two weeks, 60%;
(3) Between two and three weeks, 40%;
(4) Between three and four weeks, 20%;
(5) After four weeks, no refund.

No refund can be made on Activity or Health fees.

In case of withdrawal, a refund on board and room may be made on the number of full weeks remaining in the quarter.

In the case of excused absence, a refund on board, not room, may be given on that part of the student's absence which is in excess of two weeks.

FINANCIAL AID

Graduate Assistantships

Assistantships are available in departments offering degrees. Stipends vary, depending upon services rendered. Students interested in such grants may obtain further information by writing the Dean of the College.

Residence Hall Directors

Hall director positions are periodically available to a very limited number of graduate students. Students awarded these positions receive compensation based upon work done and responsibilities. Detailed information regarding these positions can be obtained from:

Ms. Katherine Hinz, Assistant Dean of Students
North Georgia College
Dahlonega, Georgia 30597

Loans and Part-Time Employment

North Georgia College participates in the Direct Student Loan Program. Loan ceilings are $12,000 in the aggregate for graduate students (including any undergraduate loans). If the student enters the teaching field after college and teaches the physically handicapped or children in a defined poverty area, 100% of the loan (plus interest) may be cancelled. Cancellation of the loan (plus interest) takes place at the rate of 15% per year for the 1st and 2nd year, 20% per year for the 3rd and 4th year, and 30% per year for the 5th year.

Part-time positions are available for graduate students. Those interested in loans or part-time employment may obtain detailed information by writing the Director of Financial Aid.

Teachers seeking state grant-in-aid should write: Consultant, In-Service Teacher Education, State Office Building, Atlanta, Georgia 30334.

Veterans Administration Benefits

North Georgia welcomes the opportunity to assist former servicemen and women eligible for benefits under Public Law 894 or Public Law 550 and war orphans eligible for benefits under Public Law 634. The Veterans Affairs Office at North Georgia College provides an advisory service for students eligible for benefits under these laws. Students planning to attend college under these laws should obtain an application for the Veterans Affairs Office at the College. This office will process the application and certify enrollment.

Service-cancelable Loans for Teacher Training in Special Education

The Georgia legislature appropriates funds annually to the Georgia Student Finance Authority to provide service-cancelable loans to eligible teachers as an incentive for increasing teacher manpower in specific fields of special education.

Those interested may obtain detailed information by contacting Dr. Jewell Wade, Department of Education or Arnold Hulsey, Director of Financial Aid at North Georgia College.

FACILITIES

Library

Stewart Library, completed in 1971, holds approximately 100,000 volumes and more than 250,000 units of microtext including daily issues of the New York Times from September 1, 1851 to date, Dissertation Abstracts from 1938 and the complete files and index of the Educational Resources Information Center (ERIC). Subscriptions are maintained to about 900 periodicals including the major education journals.

Reference services include: interlibrary loan and access to the Southeastern Regional Medical Library Program (SERMLP).

Stewart is the U.S. Government Selective Depository Library for the North Georgia area.

Circulated materials include books, audio-visual equipment, filmstrips, films, musical recordings, clipping and pamphlet files.

The library is open and professional staff available 7 days each week of the academic quarter including evenings to 10 p.m. (except Friday and Saturday evenings). Library cards for Graduate Students are reissued quarterly and are kept on file at the main circulation desk.

Computer Facilities

Thru the University System of Georgia Computer Network, North Georgia College has access to the following Computers:

University of Georgia	CYBER 70
Georgia Tech	CYBER 70
Georgia State University	UNIVAC 90/80

At the present time there are thirteen terminals located in various locations on campus that can provide access to these computers for academic use. Due to line limitation, a maximum of eight terminals can be connected at any time.

A TI 990/10 computer is currently being used by North Georgia College for administrative applications. This computer can be used as a remote job entry terminal to the facilities provided by the University System Computer Network.

Instructional Media

The Department of Education maintains an Instructional Media Laboratory and a Video-tape Laboratory. The laboratories exist not only to provide audio-visual equipment, but have trained staff on hand to provide services and consultation for more effective means of instruction.

Admission

ADMISSION

Requirements

To be admitted, an applicant must hold a bachelor's degree from an accredited college or university and must meet other admission requirements as outlined below. The applicant must submit transcripts from all institutions attended prior to North Georgia College, as well as satisfactory test scores on the Graduate Record Exam (GRE), the National Teachers Exam (NTE) or the Miller Analogies Test (MAT).

Procedure

Application forms may be obtained from the Office of Graduate Studies or the College Admission Office. The completed form with the $10.00 application fee, transcripts and tests scores should be returned to the Admissions Office, North Georgia College. All materials should be in the Admissions Office at least 20 days prior to the time of enrollment.

If applicants cannot enter the Graduate Studies Program at the quarter indicated on the application form, they should inform the Admissions Office of their plans.

Transfer

Students wishing to transfer into the Graduate Studies Program must become a degree seeking candidate and meet all the requirements of applicants for regular standing. The student may offer in transfer, to be approved by the advisor and the Director of Graduate Studies, a maximum of 10 hours with grades of "B" or better from an accredited graduate school. This request for transfer of graduate credit must be done in writing by the student through the Office of Graduate Studies. All work, including transfer credit, must be completed within the 6 year period.

Standings

Applicants may be admitted to the Graduate Studies Program in one of the following standings:

A. *Regular Standing*—A student who has graduated from an accredited institution with a cumulative undergraduate GPA of 2.5 or above, GRE score of 800 or above on the aptitude portion; or NTE score of 550 or above on the common exam (if taken prior to Fall, 1982); or a MAT score of 44 or above.

B. *Provisional Admission*

1. The student must hold an undergraduate degree from an accredited college or university with an undergraduate major in, or

prerequisites for, the planned field of study where applicable.

2. If a student fails to meet either the minimum undergraduate grade point average or entrance test requirements for regular admission, the student may be considered for provisional admission if:
   a. the undergraduate grade point average multiplied by 100 and added to the student's score on the aptitude test of the GRE equals at least 1000

      $$(GPA \times 100) + (GRE\ Aptitude) \geq 1000, \text{ or}$$

   b. the undergraduate grade point average multiplied by 100 and added to the student's Miller Analogies Test score multiplied by 10 equals at least 560

      $$(GPA \times 100) + (MAT \times 10) \geq 560, \text{ or}$$

   c. the undergraduate grade point average multiplied by 100 and added to the student's score on the common examination of the NTE, taken prior to the Fall of 1982, equals at least 750

      $$(GPA \times 100) + (NTE\ Common) \geq 750.$$

   In no event:
   (a) may the undergraduate grade point average be less than 2.2,
   (b) the score on the aptitude test of the GRE be less than 700, or
   (c) the score on the MAT be less than 27, or
   (d) the score on the common examination of the NTE be less than 450.
3. Students may remain admitted on a provisional basis until they have attempted 15 hours of graduate work. If they satisfactorily complete the initial 15 hours of work with no grade of less than a "B", they may be admitted to a degree program subject to approval by appropriate college/university officials.

NON-DEGREE STUDY

C. *Post-Baccalaureate Admission* (Definition: The student has applied for admission for the purpose of taking courses for certification or personal enrichment.)
   1. A student in this category must have a baccalaureate degree from an accredited college with a minimum grade point average of 2.0 calculated on all undergraduate work attempted.
   2. No more than 15 hours of credit earned in this category may subsequently be applied toward meeting the requirements of a master's degree at an institution in the University System provided that provisional or regular admissions are met. No credit earned in this classification may be applied to programs of study leading to the Specialist in Education degree.

D. *Special Admission* (Definition: The student has applied for admission for the purpose of taking courses for certification or personal enrichment but does not meet minimum requirements for post-bacca-

laureate admission.)

1. A student in this category must have a baccalaureate degree from an accredited college.
2. Credit earned in this category may not later be applied to a Master's degree.

E. *Post-Graduate Admission* (Definition: The student, holder of an earned graduate degree, has not applied for another degree program, but wishes to take work for certification or personal enrichment.)

1. Students in this category must have a graduate degree from an accredited college.
2. No more than 15 hours of graduate credit earned in this category may subsequently be applied toward meeting the requirements of a graduate degree at an institution in the University System. No credit earned in this classification may be applied to the Specialist in Education degree programs.

ADMISSION TO THE GRADUATE STUDIES PROGRAM DOES NOT IMPLY ACCEPTANCE AS A CANDIDATE FOR A MASTER'S DEGREE.

Degree Requirements

REQUIREMENTS FOR GRADUATE DEGREES

Admission to Candidacy

Admission to candidacy may be granted to any regular graduate student when the following requirements have been met: (1) the student has completed at least 15 quarter hours of acceptable graduate work at North Georgia College; (2) the student has filed in the office of Graduate Studies an application for candidacy/program of study approved by the advisor, the appropriate departmental chairman, the Director of Graduate Studies and the College Dean; (3) if applicable the student has on file an approved plan for thesis or research project.

Students must be admitted to candidacy prior to enrollment in their sixth course. If a student is seeking fifth-year teacher certification then the student should furnish evidence of eligibility for the Georgia T-4 Certificate.

Entrance Tests for Regular Standing

For any applicant one of the following tests is acceptable:

1. The Aptitude Test of the Graduate Record Examination with a minimum score of 800.
2. The Miller Analogies Test with a minimum score of 44.
3. The Common Examination of the National Teacher Examination, taken prior to Fall, 1982, with a minimum score of 550.

Academic Performance

A graduate student must maintain a grade point average of 3.0 or better. No grade below a "C" will be accepted toward a degree. The record of any student receiving more than two "C's" will be subject to review by an ad hoc graduate review committee appointed by the Chair of the Graduate Council and composed of no fewer than three members.

Graduate students whose academic performance is unsatisfactory will be subject to the following:

1. Academic Notice. When any student's GPA falls below a B average, that student will be placed on academic notice until the B average is attained. No student may become a candidate for the degree or take the comprehensive examination while on academic notice.
2. Probation. A student will be placed on probation for either of the following reasons:
   a. The student's grade point average falls below 2.67 any time after 30 quarter hours have been attempted. (Probation is removed when the GPA reaches 3.0 or higher.)

b. The student earns one "F". (Probation is removed when the course or a substituted course, approved by the Director of Graduate Studies, is taken and a grade of "B" or "A" is attained.)

No student may be a candidate, or take the comprehensive examination while on probation.

3. Suspension. Any student receiving 2 "F's" or any 3 grades below "C" will be suspended. No student may enroll in any graduate courses while on suspension. (If suspended, a student may reapply for admission. Readmission is subject to the approval of the Graduate Admissions Committee.)

Program of Study

The Program of Study must be completed and on file in the Graduate Office by the completion of 25 hours of graduate work. If the student is following the program requiring a thesis, the thesis subject must also be submitted for approval.

The Program of Study shall consist of those courses for which graduate credit is granted toward a degree or teacher's certificate. No changes may be made in the Program of Study without approval in advance by the Director of Graduate Studies. A memorandum of such changes must be appended to the Program of Study in the candidate's file.

North Georgia College offers the following degrees in the field of Education:

Master of Education in Early Childhood Education
Master of Education in Elementary Education
Master of Education in Middle Grades Education
Master of Education in Special Education
- Interrelated
- Learning Disabilities
- Mental Retardation
- Behavior Disorders

Master of Education in Secondary Education:

Art	Mathematics
Behavioral Science	Modern Languages
Biology	Physical Education
Business Education	Physics
Chemistry	Political Science
English	Science
History	Social Science

North Georgia College has been designated as a Residence Center for certain 6th year programs offered by the University of Georgia. For information contact the Director of Graduate Studies.

Course Requirements

The program, planned as a logically organized whole and interrelated with the student's undergraduate years, will meet the following minimum requirements:

Program Without Thesis. The program without thesis requires a MINIMUM OF 55 QUARTER HOURS OF COURSE WORK, of which 30 hours must be in courses numbered 700 or above. The 55 quarter hours shall be organized in the following manner:

A. Education 700—Foundations of Education ..... 5 hours
B. Education 701—Educational Research ..... 5 hours
C. Education 702—Psychology of Classroom Learning ..... 5 hours
D. Education 713, 734, 773, or Special Education 770 ..... 5 hours
(Students should take the curriculum course related to their area.)
E. Academic Concentration (Minimum) ..... 25 hours
F. Elective—(To be chosen from Education) ..... 5 hours
G. Elective—(Chosen from Education or Academic concentration) ..... 5 hours
Total 55 hours

Program With Thesis. The program with thesis requires a minimum of 45 quarter hours of course work, of which 25 quarter hours must be in courses numbered 700 or above. The program with thesis will be organized in the following manner:

A. Education 700—Foundations of Education ..... 5 hours
B. Education 701—Educational Research ..... 5 hours
C. Education 702—Psychology of Classroom Learning ..... 5 hours
D. Education 713, 734, 773, or Special Education 770 ..... 5 hours
(Students should take the curriculum course related to their area).
E. Academic Concentration ..... 25-30 hours
F. Thesis
(Students should register for Education 709) ..... 5-10 hours
Total 55 hours

Candidates for the M.Ed. degree must meet certain undergraduate and graduate requirements in the teaching area. Since these requirements vary from department to department it will be necessary for the student to plan with an adviser in the department. It is the student's responsibility to insure that all requirements both undergraduate and graduate have been met. Each department will provide the candidate with a list of requirements upon request.

Thesis

The thesis must embody the results of a study related to the student's academic concentration. The study must demonstrate the student's ability to successfully attack a genuine education problem and draw logical and significant conclusions from the data.

Each student undertaking a thesis should register for Education 709 above the required 45 quarter hours. Grading for this course will be done by the student's major professor. Grades given should depend upon the progress of the student with his thesis.

The format of the thesis must conform to the requirements specified by the College.

The candidate must consult with all members of his committee as the thesis progresses, and suggestions must be incorporated before the final form of the thesis is typed. The final copy of the thesis must be submitted to all members of the examining group not later than one week preceding the date of the examination. Revisions or corrections by the examining committee must be made before acceptance of the thesis becomes final.

Time Limit, Residence Requirement

In any graduate program all work submitted for a degree (including the comprehensive examinations) must be completed within a six-year period. It is expected that the student will complete his program with reasonable continuity. Students called into military service, stricken by serious illness, or the like, may apply for an extension of time.

At least half of all coursework must be completed on-campus.

Transfer, Extension, Correspondence Credit

In any graduate program a maximum of 10 quarter hours of graduate credit may be transferred from another accredited institution subject to the following conditions: (1) work already applied toward another degree cannot be accepted; (2) work must have been completed within the six-year period allowed for the completion of degree requirements; (3) work must have been applicable toward a graduate degree at the institution where credit was earned; (4) work offered for transfer must have the approval of the Director of Graduate Studies and the head of the department or advisor of the student's major; (5) acceptance of the transfer credit does not reduce the residence requirement stated above.

Under no circumstances may credit earned through correspondence work be applied toward satisfaction of degree requirements.

Course Numbers, Load, and Schedule

Courses numbered 700 and above are open only to graduate students. Certain courses devoted to fundamental knowledge carry a 300/400

number for an undergraduate in the senior division and a corresponding 600 number for a graduate student.

A full load for a graduate student is 10-15 hours per quarter. If a student is fully employed, he should take only five hours of graduate work during the time he is employed. A student on a graduate assistantship may take a maximum of ten hours of graduate work per quarter.

The College makes every effort to maintain the schedule of courses as announced in its bulletin. However, the right is reserved to withdraw courses, change instructors, or change the schedule of classes at any time without previous announcement.

All students should be careful not to enroll in courses which they have previously taken. The final responsibility for duplication of courses rests with the student.

Grading System

All institutions of the University System of Georgia shall be on a 4.0 grade point average system. The following grades are approved for use in institutions of the University System of Georgia and are included in the determination of the grade point average:

A — Excellent
B — Good
C — Satisfactory
D — Passing
F — Failure
WF — Withdrew, failing

The following grading symbols are approved for use in the cases indicated, but will not be included in the determination of the grade point average.

I — This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his control, was unable to meet the full requirements of the course. If an "I" is not satisfactorily removed within two quarters, the symbol "I" will be changed to the grade "F" by the appropriate official.

W — This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period except in cases of hardship as determined by the appropriate official of the respective institution.

V — This symbol indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa.

Teacher Certification

Teacher certification is a complex process. If students work closely with their advisors in establishing and implementing their Program of Studies, difficulties regarding State certification can be kept to a minimum. However, if the student does not hold a teaching certificate additional work will be required. Questions should be referred to the Director of Graduate Studies or to the Head of the Department of Education.

Area Teacher Education Services

North Georgia College is a member of the Northwest Georgia Area Teacher Education Service (NWGATES). The area services attempt to coordinate the off-campus education courses offered by the state-supported graduate institutions within the state. Students are allowed to take as many as twenty-five hours of their graduate work through the area services, provided their major professor approves the courses to be taken.

Off-campus work through the area services should not be confused with transfer credit. Only ten quarter hours of work done in an accredited graduate institution may be counted toward an advanced degree. No correspondence work may be counted.

Advisers

The Director of Graduate Studies in Education is the general adviser for all graduate students, but, so far as particular courses are concerned, a student is counseled by the head of the major department or by professors appointed as academic advisers for each student. A new student seeking an adviser should go to the Director of Graduate Studies, who will assign him to a particular adviser.

The adviser is expected to provide the graduate student with a list of courses required for graduation. At the time of each registration, the adviser should approve the student's program of study for that quarter.

Faculty Committees

For students admitted to candidacy in programs requiring a thesis, an advisory committee is appointed by the Director of Graduate Studies in Education. The chairman shall come from the academic department concerned, with the remaining two members coming from the Department of Education. The chairman serves as the major professor for work on the thesis, but the candidate is expected to consult regularly with all members of the committee while the work is in progress. The thesis defense is conducted by the student's committee.

Students who are candidates in the program not requiring the thesis will be advised only by their major professor until they reach the point of taking

their comprehensive examinations. At this time the major professor will choose two additional faculty members and form a committee to administer the examination. The committee must be approved by the Director of Graduate Studies. The core comprehensive examination is required of all candidates and is administered by the Director of Graduate Studies.

Change of Program

Before a graduate student may transfer from one degree program to another, he must submit his request in writing to the Graduate Director. This request must then be approved by the new major department and the Director of Graduate Studies. Unauthorized changes may result in additional degree requirements.

Comprehensive-Final Examinations

A comprehensive-final examination is required of all candidates for a graduate degree after the other requirements have been met. The following regulations govern the administration of the comprehensive examination:

1. The student must be registered when he takes the examination.
2. Students must apply with the Director of Graduate Studies to be permitted to take the examination.
3. Each student is required to take an examination. Whether it is oral and/or written is determined by the student's major department.
4. The examinations are administered by the committee comprised of the major professor and two or more additional faculty members. The committee must be approved by the Director of Graduate Studies.
5. The examination covers all work prescribed by the student's program of work, including transferred work, and, if applicable, the thesis or research project.
6. The core comprehensive examination is required for all candidates and is administered by the Director of Graduate Studies.

GRADUATION

Students must apply for graduation at the Registrar's Office during the first week of their final quarter. However, students completing degree requirements during spring quarter must apply for graduation the first week of the winter quarter. The fee will be submitted to the Registrar of the College. Students are expected to attend the graduation exercise at which their degree is to be conferred. No students will be issued diplomas or transcripts of credits if they are in default of any payments due the College.

Program Check List

Check List
MASTER OF EDUCATION PROGRAM

Procedure	Filing Date	Availability of Forms	Submit to
1. Admission to regular standing.	At application. (After 15 hours for Provisional and Post Baccalaureate.)	Director of Graduate Studies	Registrar's Office (Provisional and Post-Bac. submit to Dtr. Graduate Studies)
2. Selection of Major Professor or Committee upon acceptance into Graduate Program.	As soon as possible after admission.	Director of Graduate Studies	Director of Graduate Studies
3. Completion of Program of Studies/Admission to Candidacy for the Master's Degree.	Upon completion of 15 hours and before completion of 25 quarter hours.	Graduate Office	Graduate Office
4. Request for transfer of graduate credit earned in another school. (No work will be transferred unless student makes a formal request.)	Immediately after student is admitted to candidacy for the degree.	Graduate Office	Student's Major Professor
5. Plan with Major Professor and Committee on Research, if thesis program is chosen.	Immediately after student's Major Professor or Committee is appointed.	None	None
6. Application for Comprehensive Examination.	First week of final, or next to final, quarter of course work.	Graduate Office	Graduate Office
7. Order Cap and Gown.	No later than Feb. 15 for June Commencement or first week of final quarter of course work.	Registrar's Office	Registrar

Check List Continued

Procedure	Filing Date	Availability of Forms	Submit to
8. Pay diploma fee.	First week of last quarter of course work.	Registrar's Office	Registrar
9. If under Thesis Program, thesis with signed approval forms and receipt for thesis binding.	At least 20 days before degree is conferred.	Director of Graduate Studies	Director of Graduate Studies
10. Take final oral and/or written examination.	At least 20 days before degree is conferred.	Director of Graduate Studies will set date, time, place, and notify student of results of examination.	
11. Defense of Thesis.	Same as above.		

Course Descriptions

BEHAVIORAL SCIENCE

PSYH—Statistics for the Behavioral Science **5 hrs**
600A Prerequisite: Math 240. A survey of the statistics which are most frequently used in the behavioral sciences. Particular emphasis will be placed on analysis of variance techniques; some of the more useful nonparametric techniques will also be covered. Primary concern will be with computation and interpretation.

PSYH—Experimental Psychology **5 hrs**
600B Prerequisite: PSYH 300A and Math 240. This course is designed to introduce students to experimental methods as applied to behavior. Some basic standard tools will be presented. Students will learn design of elementary experiments. Laboratory time will be spent implementing simple procedures.

PSYH—Child Development **5 hrs**
601 A study of the roles played by maturation and experience in the social, emotional, moral, and physical development of children from the prenatal period to adolescence. Observation of children in public school required for two hours weekly.

PSYH—Psychology of Youth **5 hrs**
602 A study of the physical, social, and cognitive adolescent with emphasis on the problems of transition to adulthood.

PSYH—Educational Psychology **5 hrs**
605 Emphasis on learning, its nature, motivation, retention, appraisal, transfer, and application. Adjustment of educational practices to individual differences in abilities and interests among pupils will be considered. Some observation in teaching-learning situations will be done.

PSYH—History and Systems **5 hrs**
609 An integrative course emphasizing the origins and background of the science of behavior. Important contributors and their schools of thought will be studied. Relating these schools of thought to present systematic developments in psychology will be emphasized.

PSYH—Psychological Reading and Research
610 Prerequisite: Permission of Instructor **2 hrs**
611 Prerequisite: Permission of Instructor **2 hrs**
612 Prerequisite: Permission of Instructor **2 hrs**

PSYH—Social Psychology **5 hrs**
615 A survey of the effects of the social environment on human behavior. Coverage includes: aggression, altruism, attitude change, audience effects, conformity, group dynamics, interpersonal attraction, leadership, sex roles and social perception.

PSYH—Measurement of Individual Differences **5 hrs**
619 An introduction to theories and practices of psychological measurement. The characteristics and uses of specific maximum and minimum performance assessment devices will be included.

PSYH—Psychology of Leadership **5 hrs**
620 Psychology 101 is recommended but not required as a prerequisite. The characteristics of an effective leader will be studied and analyzed employing both a theoretical and an applied approach.

PSYH—Physiological Psychology **5 hrs**
623 Prerequisite: 10 hours Biology. Personality is viewed as the integration of the morphology, physiological and psychological aspects of the organism. The relationship between the internal environment and such behaviors as food intake control, mating behavior, neural action, emotion, etc., will be considered.

PSYH—Sensation and Perception **5 hrs**
625 A study of sensory systems emphasizing behavioral significance of structure and physiology.

PSYH—Comparative Behavior **5 hrs**
628 A treatment of evolutionary trends

in behavior including neural and hormonal mechanisms, with emphasis on physiology and function.

PSYH—Psychology of Learning and Memory 5 hrs
631
An empirical and theoretical study of classical, instrumental and operant conditioning, reinforcement, discrimination learning, extinction, verbal learning, and other phenomena.

PSYH—Individual Intelligence Testing: Wechsler and Stanford-Binet Scales 5 hrs
633
Prerequisite: Psychology 419. Training in the administration, scoring, and interpretation of the Wechsler and the Stanford-Binet Scales. A minimum competency in the use of these scales for both children and adults is required.

PSYH—Fundamentals of Behavior Modification 5 hrs
635
Selected behavior modification techniques including experimental analysis, successive approximation and other operant techniques, counterconditioning, reciprocal inhibition, and others as applied to learning problems, mild behavioral disturbances, and mild cases of retardation.

PSYH—Theories of Personality 5 hrs
643
A critical evaluation of the major theories of personality and a survey of research on major personality variables comprise this course.

PSYH—Applied Research Techniques 5 hrs
644
A study of the research methodology for applied problems and for non-laboratory settings. Coverage includes consumer, field, marketing, policy-oriented, program evaluation and survey research techniques. Active student participation in applied research projects is emphasized.

PSYH—Abnormal Psychology I 5 hrs
653
This course involves the study of the historical perspectives of abnormal behavior, the various psychosocial models used to understand behavior as well as the study of personality development and adjustment. The major emphasis of the course will be a thorough investigation—involving the causes, dynamics, and treatment—of the following forms of abnormal behavior: transient situational disorders, neuroses, schizophrenia and paranoia, major affective disorders and suicide, sociopathic disorders, delinquency and crime, alcoholism and drug dependence.

PSYH—Abnormal Psychology II 5 hrs
654
This course deals with the causes, dynamics and treatment of the following forms of abnormal behavior: sexual deviations, psychosomatic disorders, organic brain syndromes, mental retardation, behavior disorders of childhood, maladaptive behavior of groups. Special emphasis will be given to contemporary approaches to therapy.

PSYH—Industrial/Organizational Psychology 5 hrs
662
The study of human problems in work settings, selection, placement, motivation and job satisfaction, leadership, performance assessment, organizational development.

PSYH—Psychological Counseling and Psychotherapy 5 hrs
663
Prerequisites: Psy 453. A study of the various methods employed in counseling and psychotherapy. These methods will be interpreted as they are applied in the treatment of both the "disturbed" and the "normal" individual.

PSYH—Group Dynamics 5 hrs
665
The study of the psychology of small group behavior. Coverage includes situational, physical and personality factors as they relate to group formation, interaction, and performance.

PSYH—Advanced Educational Psychology 5 hrs
715
Prerequisite: PSYH 101, PSYH 305 and two senior division courses in psychology. Applications of the scientific findings of psychology to the more complex problems of the educative process.

PSYH—Applied Psychology 5 hrs
721
Application of the principles of psy-

chology to social, business, industrial, governmental, educational, military and other professional fields.

PSYH—Independent Study in
780 Psychology **5 hrs**
Independent reading and research in the area of student's interest with consent of instructor.

BIOLOGY

M. Ed. in Biology Requirements

Persons who pursue the graduate program in Biology should normally have an undergraduate background in the Biological Sciences equivalent to the Major in Biology-Secondary Education curriculum as listed in the most recent North Georgia College Bulletin. Other requirements are found in various sections of the Graduate Bulletin. The 25 to 30 hours in graduate level Biology should consist of a broad coverage of the area or select courses designed to complement an individual's specific background or objectives.

BIOL—Plant Taxonomy **5 hrs**
601 Prerequisites: Biology 221 and 222 or by permission of the Head of the Department. An introductory plant taxonomy course utilizing the spring wild flowers of North Georgia to treat the principles of systematics, nomenclature, classification, phylogenetic relationships and collecting techniques. Four lectures and one, two-hour laboratory period per week.

BIOL—Human Form and Function **5 hrs**
610 Prerequisites: Biology 102. An individual human anatomy and physiology course designed for physical education majors, but open to early childhood and middle grade education majors, deals primarily with the human skeletal, muscular, nervous, circulatory and respiratory systems. Laboratory study will include detailed study of charts, models and the dissection of a mammal using a systems approach. Four hours of lecture and one two-hour laboratory per week.

BIOL—Seminar in Teaching of
615 Biology **5 hrs**
Prerequisites: Biology 101 and 102 and a minimum of three 200-400 level Biology courses. A seminar in techniques and procedures for illustrating central concepts in Biology. A survey of the history of science education and a consideration of modern perspectives in Biology are also included. This course is recommended for secondary education majors in Biology but is available to all who wish to gain insight into teaching in the Biological Sciences. The course meets five hours per week.

BIOL—Genetics **5 hrs.**
620 Prerequisite: Biology 102, or by permission of the Head of the Department. A study of the principles of heredity in plants and animals, with applications to human heredity. Four lectures and one, two-hour laboratory period per week.

BIOL—Comparative Anatomy of
621 the Vertebrates **5 hrs**

Prerequisite: Biology 220. A course especially for pre-medical students and biology majors, who need preparation for more intensive study of anatomy. Representative vertebrates will be dissected and studied in the laboratory. Three lectures and two, two-hour laboratory periods per week.

BIOL—Parasitology **5 hrs**
623 Prerequisites: Biology 220 or permission of the Head of the Department. The course will include a detailed study of the nature of parasitism, the classification, morphology and life histories of animal parasites, the epidemiology, pathology and treatment of parasitic diseases of man, domestic animals and other selected hosts. Three hours of lecture and two, two-hour laboratory periods per week.

BIOL—Introductory Microbiology **5 hrs**
624 Prerequisites: Biology 221 and two courses in Chemistry or by permission of the Head of the Department. An introduction to the principles of microbiology, utilizing the microorganisms facilitate an understanding of the life processes. The course is designed for biology majors and students in pre-professional medical programs. The laboratory phase includes exercises to develop proficiencies in the microbiological techniques. Four lectures and one, two-hour laboratory period per week.

BIOL—Ecology **5 hrs**
626 Prerequisites: Four courses in Biology or by permission of the Head of the Department. A study of plants and animals in their relations to each other and to the physical and chemical factors of the environment. Four lectures and one, three-hour laboratory period per week.

BIOL—Cell Biology **5 hrs**
630 Prerequisites: Two upper level Biology courses and two courses in Chemistry or by permission of the Head of the Department. An integrated approach to the biochemistry, physiology, and morphology of the plant, animal and prokaryote cell. Topics include: cell architecture, energy transduction, regulatory and feedback pathways, organellogenesis, membrane biogenesis; and, the methods and special problems encountered in studying these phenomena. Additional topics include: viroids and viruses, bacteria and plasmid technology, intracellular parasitism and symbiosis, specialized cells, antibody formation, hybridomas, and cancer cells. Four lectures and one, two-hour laboratory per week.

BIOL—Immunology **5 hrs**
640 Prerequisites: Biology 280 or 324 and two courses in Chemistry or by permission of the Head of the Department. An introduction to the principles of immunology to include: structure and function of the cells participating in the immune response, structure and biology of antigens, antibodies, and lymphokines. Additionally, hypersensitivity, auto-immunity molecular recognition at cell surfaces, and cancer biology will be treated. Laboratory exercises will demonstrate the basic antigen-antibody reactions, antibody titering, and the principles of diagnostic immunology. Four lectures and one, two-hour laboratory period per week.

BIOL—Evolutionary Biology **5 hrs**
645 Prerequisites: Four courses in Biology or by permission of the Head of the Department. A study of the principles of evolutionary biology utilizing specific examples, the course will begin with a historical review showing how evolutionary ideas became possible with the growth of biological knowledge. This will be followed by consideration of the mechanisms of evolution and of evolution as a process affecting contemporary organisms including humans. The latter portion of the course will deal with what has happened in the past and how we know about it, and will trace the evolutionary origins of the major groups of plants and animals culminating in a study of human evolution. Four lectures and one, two-hour discussion/seminar sessions per week.

BIOL—Physiology **5 hrs**
650 Prerequisites: Biology 220 or 250. An advanced course which explores in detail the function of cells, tissues and organs. Students will examine and evaluate current literature in professional journals and conduct independent study which will be reported using an acceptable scientific format. Laboratory will include introduction to techniques in physiological research. The course meets for 4 lectures and one, two-hour laboratory per week.

BIOL—Marine Biology **5 hrs**
660 Prerequisites: Biology 220 or 326. This course will cover basic principles of marine ecology with particular emphasis on the marine communities of the Georgia coast. The student will become familiar with the dominant flora and fauna for each of the major coastal communities through extensive field and laboratory work as well as lectures. First-hand experience will be provided in qualitative and quantitative sampling methods, and techniques for the measurement of pertinent environmental parameters. Laboratory and lecture will be tied closely together, and will consist of four hours of laboratory-lecture per day. There will be a one-week field trip to the coast. Participation in this trip is mandatory for successful completion of the course requirements.

BIOL—Animal Histology **5 hrs**
670 A study of selected tissues in the organ systems of vertebrates. Laboratory work involves the microscopic study of mammalian tissues. In addition, each student will use a number of microanatomic techniques to prepare a series of animal tissue slides. Three lectures and two, two-hour laboratory periods per week.

BIOL—General Embryology **5 hrs**
680 Prerequisites: Biology 321. A study of the germ cells and early development stages of vertebrates. Emphasis is placed on organology of the chick, pig, and man. Three lectures and two, two-hour laboratory periods per week.

BIOL—Man and the Environment **5 hrs**
700 A study of the fundamentals of ecology with emphasis upon man's interaction with the natural world. The fundamentals will be used to analyze environmental problems and their implications for the human future. Projects will individualize the course according to student need, interest and expertise.

BIOL—Teaching Strategies for
704 **Middle and Secondary School Science Teachers** **5 hrs**
This course has as its primary objective the assisting of individuals working to improve their teaching of science. The format of the class will include discussion, lecture, and practice of teaching techniques.

BIOL—Field Zoology **5 hrs**
705 A study of the general biology and ecology of the local fauna with emphasis on field identification.

BIOL—Curriculum Planning
708 **in Science** **5 hrs**
This course includes a study of factors which influence science instruction in today's schools. Historical, psychological, social, philosophical and practical concerns will be addressed and considered in the processes of selecting and developing curriculum materials.

BIOL—Field Botany **5 hrs**
710 A study of the general biology and ecology of the local flora with emphasis on field identification.

BIOL—Advanced Invertebrate
715 **Zoology** **5 hrs**
Prerequisites: Biology 220 or by permission of the Head of the Department. The morphology, physiology, ecology and evolutionary relationships of non-vertebrate animals will be examined. Laboratory exercises will be designed to familiarize teachers with culture methods, experiments, and demonstrations that could be used in their classes. Local sources of living animals will be demonstrated through field trips. Three lectures and one, two-hour laboratory periods per week.

BIOL—Vertebrate Zoology **5 hrs**
720 A survey of the taxonomy of vertebrate groups from fishes through mammals, with attention to basic organization and function, ecology, and evolutionary relationships. Select groups will be considered in terms of life history, behavior, and population patterns.

BIOL—Plant Ecology
772 **for Teachers** **5 hrs**
This course introduces the teacher to subject matter in plant ecology that is appropriate for use in middle and secondary school science courses. A lecture/laboratory/field format will be employed.

BIOL—Independent Study in
780 **Biology** **5 hrs**

BUSINESS EDUCATION

BADM—Intermediate Macro
621 **Economic Analysis** **5 hrs**
Prerequisites: BADM 151 and 152. An intensive study of the measurement, analysis, and control of aggregate economic activity. The economic principles underlying national income, business cycles, and growth are examined; and particular attention is given to problems involved in formulating economic policies.

BADM—Intermediate Micro
622 **Economic Analysis** **5 hrs**
Prerequisites: BADM 151 and 152. An intensive study of price theory and its uses. Specific topics covered include the theory of demand, the theory of the firm, pricing in competitive and monopolistic markets, and the pricing of economic resources.

BADM—Money and Banking **5 hrs**
625 Prerequisites: BADM 221. A study of the basic principles and concepts of money and credit and their importance in the present economy. The major topics emphasized are the key role of the commercial banking system in our economy, central banking as a means of expanding and stabilizing the supply of money and credit, monetary theory, monetary and fiscal policies, international banking and finance, and other banking and credit institutions.

BADM—Labor Economics **5 hrs**
626 Prerequisites: BADM 221 and 222. A study of the origin of the labor movement; population and labor force; organized labor; union organization and management; collective bargaining; and the problems of unemployment, full employment, wage theory and policies, and labor legislation.

BADM—Intermediate Accounting **5 hrs**
631 Prerequisites: BADM 231 and 232. An advanced study of the accounting theory, principles, and procedures of corporate, partnerships, and proprietorship forms of business. This includes the fundamental accounting processes, financial statements, working capital items, valuation procedures, current liabilities, investment, and plant equipment acquisition and use.

BADM—Intermediate Accounting **5 hrs**
632 Prerequisites: BADM 631. A continuation of BADM 631. Major emphasis is devoted to accounting for intangibles, long-term debt, corporate capital, paid-in capital, retained earnings, analytical processes, and statement of applications of funds.

BADM—Advanced Accounting **5 hrs**
633 Prerequisite: BADM 632. A more advanced study of accounting procedures with attention given to the

more difficult and specialized phases that arise in consignment, installment sales, larger organizations, consolidations, estates and trusts, and actuarial science.

BADM—Income Tax Accounting **5 hrs**
635 Prerequisites: BADM 231 and 232. A study of federal income tax laws. The various types of returns are studied and emphasis is placed on the determination of income and legal deductions in order to determine taxable net income.

BADM—Cost Accounting **5 hrs**
636 Prerequisites: BADM 231 and 232. A study of the theory and practice of accounting for manufacturing and selling costs. Detailed consideration is given to elements of cost—direct labor, direct materials, and factory overhead. Process, job order, and standard cost systems are also emphasized.

BADM—Managerial Accounting **5 hrs**
637 Prerequisites: BADM 231 and 232. A study of the use of accounting as a tool in the decision making process. Major topics covered include budgeting, gross profit, and break-even and cost profit-volume analysis, capital expenditures, and internal profit measurement.

BADM—Auditing **5 hrs**
638 Prerequisite: BADM 231 and 232. A course in the theory and practice of professional and general auditing. Auditing standards, internal control, government regulation, and formal report writing are other major topics emphasized.

BADM—Risk and Insurance **5 hrs**
641 Prerequisite: BADM 221 or permission of instructor. Studies the nature of risk and the role of insurance in risk management from individual and business viewpoints by considering insurance carriers, contracts, underwriting, and regulation.

BADM—Real Estate **5 hrs**
642 A study of the concepts, principles, practices, and laws relating to acquiring, holding, utilizing, and disposing of real property.

BADM—Business Finance **5 hrs**
645 Prerequisites: BADM 221 and 222. A study of financial organization and management from the standpoint of the chief financial officer of an operating business. Major topics emphasized are choosing a form of organization, planning and managing assets, planning the financial structure, managing short- and long-term funds, and valuing business enterprises.

BADM—Public Finance **5 hrs**
646 Prerequisites: BADM 221 and 222. A study of the principles and techniques of government debt; specific tax and non-tax revenues; and expenditures at the national, state, and local levels.

BADM—Mathematics of Business
651 and Economics **5 hrs**
Prerequisites: BADM 221 and 222, MATH 101 and 102. A study of mathematical topics which have relevance for students whose major is in one of the management-economic areas. Topics included are linear systems logarithms, mathematics of finance, and differential and integral calculus.

BADM—Principles of Statistics **5 hrs**
652 Prerequisites: BADM 221 and 222, MATH 101 and 102. A study of mathematical topics which have relevance for students whose major is in one of the management-economic areas. Topics included are linear systems logarithms, mathematics of finance, and differential and integral calculus.

BADM—Personnel Management **5 hrs**
665 A study of the principles and procedures of the recruitment, selection, and placement of a labor force. Treatment of grievances, problems of collective bargaining, compensation policies, merit rating, promotion, transfer and discharge, training and personnel records are emphasized.

BADM—Retailing Management **5 hrs**
666 A study of the organization, planning, policies, procedures problems, and controlling of the various types of retailing institutions. The major topics emphasized include the selection of retailing locations; organization of retailing services; and the selection, training, compensation and supervision of retailing personnel.

BADM—Management in the
668 **Non-Profit Organization** **5 hrs**
An examination of management principles applied to the non-profit organization. Topics covered would include but not be limited to planning, organizing, staffing, and controlling.

BADM—Principles of Advertising **5 hrs**
672 A study of planning, organizing, and controlling involved in the management of the advertising function of business. Major consideraton is given to budgeting for advertising, advertising research media selection, preparation of advertisements, services of advertising agencies and the economic and social effects of advertising.

BADM—Principles and Problems
701 **in Business Education** **5 hrs**
Principles of business education in relation to the contemporary problems that face business teachers in the secondary school.

BADM—Problems in Teaching
702 **Basic Skill Courses** **5 hrs**
The theory and psychological principles of skill building and evaluation.

BADM—Problems in Teaching
703 **Basic Business Courses** **5 hrs**
Teaching procedures, materials, standards and evaluation in teaching bookkeeping, management, economics and related courses in the secondary school.

BADM—History and Philosophy
705 **of Vocational and**
Business Education **5 hrs**
This course is designed to acquaint students with the philosophy and principles of vocational education in general and vocational business education specifically; federal financial support and other encouragement; organization, administration, and supervision of vocational education.

BADM—Economics for High
720 **School Teachers** **5 hrs**
Develops the content, teaching, and application of economics to citizen needs for teachers who desire an understanding of general economics in the public school curriculum.

BADM—Economics for Elementary
721 **and Middle School**
Teachers **5 hrs**
Develops the content, teaching, and application of economics for teachers who desire an understanding of general economics in the K-8 public school curriculum.

BADM—Consumer Economics **5 hrs**
722 This course is designed for teachers and those students who desire a detailed study of consumer problems. The more important elements of consumer education are reviewed, including consumer goods, consumers' services, buying problems, consumer organization, problems of personal finance, and well-balanced spending programs.

BADM—Accounting Theory **5 hrs**
731 A study of financial and cost accounting theory and application. Emphasis will be placed on problem solving.

BADM—Theory of Accounting **5 hrs**
739 A study of accounting thought to include both financial and cost accounting theory. Topics of historical significance as well as current problems will be examined.

BADM—Office Management
760 **Principles** **5 hrs**
A study of the principles of scientific office management and their application. Such courses to include the principles underlying operation, organization, and control of business

offices, office practices, office buildings, personnel, equipment, and office supervision.

BADM—Independent Study in
780 Business Education 5 hrs
The study of a topic or problem in business education significantly related to the student's interest. (With approval of the student's advisor).

CHEMISTRY

CHEM—History of Chemistry and
600 Chemical Literature 5 hrs
The historical development of modern theories in chemistry will be examined. The chemical literature as an aid in teaching will be examined. In addition, sources of teaching aids such as films and literature will be discussed.

CHEM—Chemical Process 5 hrs
601 A discussion of important inorganic industrial processes. This course will also include discussion of such everyday operations as photography, bleaches, detergents, and dyeing. Four hours of lecture and one laboratory period per week.

CHEM—Chemistry and the
602 Environment 5 hrs
A comprehensive discussion of the effects of chemical technology on our environment and of the effect of this technology on our standard of living. Four hours lecture and one laboratory period per week.

CHEM—Introduction to
611 Biochemistry 5 hrs
Prerequisites: Chemistry 230 or 331. This course discusses intermediate metabolism and the various classes of compounds involved in those transformations. Four lectures and one laboratory period per week.

CHEM—Inorganic Chemistry 5 hrs
621 Prerequisite: Chemistry 340 or 341. An extension of the study of inorganic chemistry begun in general chemistry. The current theories of atomic structure and bonding in complex ions, crystal systems, and some descriptive inorganic chemistry will be discussed. Four lectures and one laboratory period per week.

CHEM—Organic Chemistry 5, 5, 5 hrs
631-632-633
Prerequisite: Chemistry 123. These courses are designed to introduce the student to functional groups and their interconversion, the mechanism of chemical reaction, conformational analysis, and stereochemistry. The third quarter includes an introduction to carbohydrates and amino acids, kinetic methods and an ntroduction to problems of organic synthesis.

CHEM—Physical Chemistry 5 hrs
640 This course is a non-calculus introduction to physical chemistry. Emphasis is placed on the application of physical chemical principles to the life sciences. Four lectures and one laboratory period per week.

CHEM—Physical Inorganic
721 Chemistry 5 hrs
A comprehensive application of modern theories and of thermodynamics to periodicity and to chemical reactions.

CHEM—Introduction to
730 Organic Analysis 5 hrs
Prerequisite: Two quarters of organic chemistry or permission of Department Head. The course will be devoted to qualitative organic analysis and will be an extension of the identification done as part of the laboratory work of the basic year course in

organic chemistry. Instrumentation such as the infrared spectrophotometer, the ultraviolet spectrophotometer, the gas chromatograph, and other tools will be used to accomplish the stated objectives. Four hours lecture, and one laboratory period per week.

CHEM—Advanced Organic Chemistry **5 hrs**
731
The use of chemical reactions in synthesis. A survey of industrial reactions and industrially important chemicals. Introduction to catalysis.

CHEM—Instrumental Analysis **5 hrs**
751
An examination of the use of instruments such as pH meters, spectronic 20, infrared, atomic absorption to teaching chemical concepts. Four hours lecture and one laboratory period per week.

CHEM—Independent Study
780

EDUCATION

EDUC—Special Problems in Education **5-10 hrs**
600

EDUC—Child Development **5 hrs**
601
A study of the roles played by maturation and experience in the social, emotional, moral, cognitive, and physical development of children from the prenatal period to adolescence. Observation of children in public school required for two hours weekly.

EDUC—Human Growth and Development **5 hrs**
603
A study of the development of the human from the prenatal period through adolescence. Focuses on the role played by maturation and experience in the social, emotional, intellectual, moral, and physical development of the individual. Includes genetic and environmental influences on the development of the person. Educational practices considered in relation to their effect on the development of children. Treats the relationship of learning and learning theory on classroom teaching and planning. Observation and study of children in public school required two hours weekly.

EDUC—The Nature and Development of the Middle Grades Learner **5 hrs**
604
This course focuses on the nature and diversity of the middle grade learner. Emphasis is placed on the physical, emotional, social, and intellectual development of children from the end of early elementary into the early high school years.

EDUC—Problems in Teaching **5 hrs**
610

EDUC—The Young Child in the Home and Community **5 hrs**
612
A study of the role of the home, community, and state in the education of the young child. Special emphasis is placed upon working with parents of young children in order to get maximum home reinforcement of the knowledge and skills taught by schools.

EDUC—Communication Arts **5 hrs**
614
This course includes language development, methods and materials, literature for young children and assessment of language skills.

EDUC—Educational Measurements and Evaluation **5 hrs**
616
Theory of and practice in construction, administration, and interpretation of tests and other measuring devices for mental ability, special aptitudes, scholastic achievement and personality.

EDUC—Mental Hygiene **5 hrs**
617 An advanced course dealing with mental hygiene problems, especially of children and adolescents; problems of different stages of maturation adjustments in the home, school and play groups; and special needs in cases of retardation and delinquency.

EDUC—Principles of Guidance **5 hrs**
618 A survey of vocational and educational guidance services designed to give a fundamental understanding of the role of guidance in school programs.

EDUC—Teaching of Social Studies **5 hrs**
623 An integrated social studies course designed for teachers. Topics considered include responsibilities of family membership, occupations, labor unions, taxation, local government functions, ways of communications and world cultures other than our own.

EDUC—Classroom Management and Organization **5 hrs**
640 This course is designed to provide classroom teachers with the knowledge and skills for managing the total instructional setting, including the individualization of instruction. Emphasis will be placed on grouping, teacher student relationships, establishing the classroom environment and coping with class conflict.

EDUC—Educational Media **5 hrs**
641 The psychological principles underlying the use of audiovisual equipment and materials will be discussed. Extensive laboratory work will be included.

EDUC—Teaching Elementary School Science **5 hrs**
660 A course dealing with the everyday aspects of physics, chemistry, and astronomy as they might need to be explained by the elementary teacher with little specific training in the physical sciences. The work will include demonstrations and suitable experiments that can be performed with materials available in the average elementary and home situation.

EDUC—Teaching of Modern Science Curricula—(K-8) **5 hrs**
661 Five hours of "hands on" class activity per week designed to familiarize the student with modern Elementary Science Programs and how to teach them. The course will involve curriculums such as ESS, SCIS, SAPA, and COPES.

EDUC—Teaching of Modern Science Curricula—(7-12) **5 hrs**
662 Five hours of "hands on" class activity per week designed to familiarize the student with modern Junior High and Secondary Science Programs and how to teach them. The course will involve curriculums such as ESS, SCIS, SAPA, and COPES.

EDUC—Career Education **5 hrs**
667 This course provides the student with an orientation toward specialized skills and approaches in implementing world of work concepts through numerous classroom and field based activities. The student will examine existing materials for the purpose of adaptation to this classroom setting.

EDUC—Foundations of Education **5 hrs**
700 The sociological, historical, and philosophical foundations for education in America.

GEOG—Concepts and Materials in Geography for Teachers **5 hrs**
700 This course considers the evolution of the discipline, its current conceptional core; area "element-complexes," systematic vs. regional analytical procedures. Considers standard bibliographic statistical and cartographic sources. Procedures in adapting information from several sources to the classroom.

EDUC—Educational Research **5 hrs**
701 Research procedures, experimental designs and the application of findings, and a research project conducted by the students.

EDUC—Psychology of Classroom Learning **5 hrs**
702 Analytical study of learning activities in the classroom, with reference to

the learning of school subjects. The focus is on the learning process. Theories and principles of learning are related to classroom situations.

EDUC—Statistics for Teachers **5 hrs**
703 A basic introduction to probability and statistics for classroom teachers. Emphasis is placed on the normal distribution, sampling, and measures of central tendency.

EDUC—Fundamentals of Student
704 Teaching Supervision **5 hrs**
Prerequisites: Hold Professional Certificate. The first course of the two-course sequence designed to provide teachers with an introduction to the theory, knowledge and practices utilized in effective supervision of student teaching and other field experiences. The course focuses upon specific supervising teacher competencies and the relationship of these competencies to effective supervision.

EDUC—Internship in Student
705 Teaching Supervision **5 hrs**
Prerequisites: EDUC 704 and serving as student teaching supervisor. Purpose of the internship is to assist in the development and utilization of supervisor of a student teacher. This field-oriented course is designed to meet specific individual needs of the supervisor. Direct assistance is provided through on site observations and feedback in addition to group seminars.

EDUC—Humanistic Psychology **5 hrs**
707 Humanistic psychology includes the study of self-theory, being-psychology, and contributions of the humanities to psychology.

EDUC—Research Problems—
709 Thesis **5-15 hrs**

EDUC—Seminar in Early Childhood **5 hrs**
710 Provides opportunities to analyze trends, issues, theories, and practices in early childhood education.

EDUC—Curriculum Planning **5 hrs**
711 Study of curricula in the public school. Areas of concentrated study will be determined jointly by the school districts involved and the college.

EDUC—Language and the
712 Young Child **5 hrs**
Language and its acquisition; studied in relation to mental development and school achievement.

EDUC—Early Childhood Curriculum **5 hrs**
713 Principles and practices for planning learning activities for preschool and primary grades. Directed observation in selected schools is required.

EDUC—Administration and Supervision of
714 Early Childhood Programs **5 hrs**
A study of administrative and supervisory procedures, organization, policies, standards, funding, staffing, housing, and educational program planning for various kinds of programs for young children. Parent involvement and education will be given special attention.

EDUC—Practical and Creative
715 Activities for the Young Child **5 hrs**
A course designed to give students experiences in selecting and presenting art activities, stories, finger plays, music, rhythms, woodwork, science and nature experiments.

EDUC—Early Childhood Workshop **5 hrs**
725 Developing teacher-made books, materials and equipment for educational use. Provides opportunities for study of philosophy or organization of open education.

EDUC—Trends in Early Childhood **5 hrs**
727 An overview of the history of early childhood education. Current trends and issues with emphasis placed on various approaches to Early Childhood Education.

EDUC—Books and Materials for
729 Young Children **5 hrs**
Designed to familiarize students with appropriate books, materials, and equipment for program planning in

day care centers, nursery schools, kindergartens, and primary schools. Language development will receive special emphasis.

EDUC—Practicum in the Middle Grades 730 5 hrs
Prerequisites: ED 604, ED 734. A supervised practicum for teachers working with 9-13 year olds.

EDUC—Practicum in Early Childhood 731 5 hrs
Field work based upon the background and individual needs of each student. Prerequisite: Permission of instructor.

EDUC—Elementary School Curriculum 733 5 hrs
Deals with theories and philosophies of curriculum and the development of learning experiences. Students will analyze and evaluate current curriculum practices and trends.

EDUC—Middle School Curriculum 734 5 hrs
In this course students will analyze and evaluate current curriculum trends and practices. Theories and philosophies of curriculum for the middle grades learner will be used as the basis for anlaysis and evaluation. Development of appropriate learning experiences will provide practical application of the theories and philosophies of curriculum.

EDUC—Diagnostic Teaching 735 5 hrs
Deals with the learners' needs. This course is designed to help the practitioner learn to diagnose learning problems and learning needs. Students will develop diagnostic models to be implemented in the classroom.

EDUC—Seminar in Elementary Education 740 5 hrs
This seminar is based on current trends in elementary education.

EDUC—Teaching of Math (K-8) 742 5 hrs

EDUC—Problems in School Organization and Curriculum 743 5 hrs

EDUC—Advanced Techniques of Teaching Music 745 5 hrs
Advanced techniques and materials involved in the effective guidance of learners in kindergarten through high school are studied. Field experience and observation are required.

EDUC—Guidance in the Elementary School 748 5 hrs
Studies the nature and development of guidance services in the elementary school. Emphasis is given the particular characteristics of the elementary school as a unique climate for learning.

EDUC—Secondary School Curriculum 773 5 hrs
Deals with theories and philosophies of curriculum and the development of learning experiences in the secondary schools. Students will analyze and evaluate current curriculum practices.

EDUC—Independent Study 780 5 hrs

EDUC—Internship in Supervision in Early Childhood Education 791 5 hrs
Field work under the supervision of an administrator or supervisor and the college staff.

LANGUAGE ARTS

LART—Children's Literature **5 hrs**
608 The reading and evaluation of books for children. Discussed in the course are sources of information about children's books, children's interests in reading, the work of important authors and illustrators, and problems in the guidance of reading.

LART—Language Arts for
609 Elementary Grades **5 hrs**
This course provides for individual diagnosis and correction of problems in the student's handwriting, spelling, oral and written expression. Consideration is given to the study of appropriate techniques and materials for the teaching of reading, handwriting, spelling, and oral and written expression in the elementary school.

LART—The Teaching of Reading **5 hrs**
620 An intensive study of reading skills. The role of readiness, vocabulary development, phonics, and word recognition as each is related to comprehension will be studied. Students will be required to participate in the teaching of reading in the public school.

LART—Diagnosis of Reading
621 Disabilities **5 hrs**
Prerequisites: LART 620. This is an advanced course dealing with the causes of reading disability and methods for diagnosis both in the classroom and in the special reading program. Emphasis will be placed on preparing the classroom teacher for a role of a "diagnostician" of students with reading disabilities. In depth studies of formal and informal testing procedures as well as field experiences will be required.

LART—Remediation of Reading
622 Disabilities **5 hrs**
Prerequisites: LART 620, 621. This is an advanced course dealing with the correction and remediation of reading disabilities. Emphasis will be placed on the study of a variety of remedial strategies, materials needed for a program of remediation and management of the remedial program. Field experiences will be required.

LART—Teaching Reading in the
630 Middle, Junior High, and Secondary School **5 hrs**
Study of objectives and methods for teaching comprehension, vocabulary, study skills, and critical reading in the content areas. Attention to remedial and enrichment techniques for secondary students.

LART—Juvenile Literature **5 hrs**
633 Reading and study of the various types of literature for young people, as well as a study of the appropriate reading programs for junior high school pupils, are included in this course.

LART—The Teaching of
642 Composition **5 hrs**
A study of current approaches to the teaching of composition with specific emphasis on sequential curriculum development K-12, motivational strategies, techniques of student evaluation, processes of revision, and program evaluation. Prerequisite: Enrollment in Georgia Mountains Writing Project.

LART—Trends and Practices in
720 Reading Education **5 hrs**
Survey and critical study of recent research, changes, and innovative approaches in the field of reading. Current methods and practices in the teaching of reading will be examined, with emphasis on classroom organization or developmental reading.

LART—Practicum in Developmental
732 and Remedial Reading **5 hrs**
Supervised practice of diagnosis and remediation of disabled readers with in public school setting. Regular classroom teaching of reading using a variety of approaches. Experience

in working with a reading specialist under faculty supervision.

LART—Teaching Reading in Elementary
736 and Middle Schools 5 hrs
In-depth analysis of current methods and practices in the teaching of reading. Examination and evaluation of various commercial materials will be studied as to effectiveness and adaptability. Laboratory time for teacher-made materials.

LART—Organization and Supervision of
737 the Reading Program 5 hrs
Study of methods of organizing the reading program as part of the total curriculum. Role and responsibilites of the reading specialist. Steps to follow in coordinating a school-wide reading program.

LART—Materials and Reading 5 hrs
738 Examination of leading basal readers with manuals and skill texts. Phonics materials, audio visuals, games, and various commercial materials will be studied as to effectiveness and adaptability. Laboratory time for teacher-made materials.

LART—Psychology of Reading 5 hrs
739 Study of neurological and psychomotor development, the processing of information, learning principles, motivation, the effects of culture and the use of operant conditioning as related to reading.

SPECIAL EDUCATION

Mental Retardation, Interrelated, Learning Disabilities, Behaviorally Disordered (Programs for endorsement in Hospital and Home Instruction and Gifted Education are also offered.)

SPED—Assessment of Exceptional
650 Children 5 hrs
Prerequisites: SPED 660 and SPED 670 or 690. A course offering tests unique to assessing the developmental levels and potential achievement or exceptional children. Emphasis is on the use of the tests in planning and selecting curricular programs and activities.

SPED—Behavior Management 5 hrs
658 A course emphasizing clinical management of life events; permitting, tolerating, interfering, environmental manipulation, life-space interviewing. Focuses on classroom management.

SPED—Introduction to Exceptional
660 Children 5 hrs
A study of physical, social, intellectual and emotional differences in children. The characteristics, both physical and behavioral, as well as methods of diagnosis and remediation for the academically talented, the mentally retarded, blind, partially sighted, deaf, hard of hearing, specific learning disabled, culturally disadvantaged and behaviorally disordered are reviewed.

SPED—Working with Parents of
664 Exceptional Children 5 hrs
A course designed to teach the techniques which an educator uses in communicating with parents of exceptional children. The means of interpreting handicapping conditions and school programs to parents in order to get maximum home reinforcement of the attitudes, skills and knowledge taught in school are covered.

SPED—Educational and Medical
668 Aspects of Crippling and

Special Health Conditions **5 hrs**
A study of physically disabling conditions which cause educational difficulties. Orthopedic conditions, progressive deterioration conditions, low vitality conditions, central nervous system injury and multiple handicaps are covered.

SPED—Practicum in Home/Hospital **5 hrs**
669

SPED—Introduction to Mental
670 **Retardation** **5 hrs**
A course designed to review the historical treatment, etiology and characteristics of the mentally retarded. Methods of diagnosing, placing and working with the retarded are covered.

SPED—Speech and Language Develop
672 **ment of Exceptional Children** **5 hrs**
This course covers the current understandings of speech and language development of exceptional children, including non-English speaking and diverse cultural and racial groups.

SPED—Vocational Training and
673 **Career Education for the Exceptional Child** **5 hrs**
A course emphasizing the educator's role in career development and vocational experiences in the school and community. Job counseling, working with other disciplines and agencies in the community, and supervision in job training situations are covered.

SPED—Methods and Materials for
674 **Teaching the Mentally Retarded** **5 hrs**
Prerequisites: SPED 650 and 670. Methods and materials as they relate to the development of desirable attitudes, abilities and skills of the mentally retarded.

SPED—Methods and Materials
675 **for Teaching Severely Mentally Retarded** **5 hrs**
Prerequisites: SPED 650 and 670. A course covering diagnostic criteria and the development of teaching materials and relationships with community organizations interested in developing schools or centers for mentally retarded.

SPED—Introduction to the Education
680 **of Children with Emotional Problems** **5 hrs**
A course designed to discuss behavioral characteristics of children with emotional and/or behavioral problems. Factors of etiology, identification and therapy are covered.

SPED—Methods and Materials for
681 **Teaching Children with Behavioral/Emotional Disorders** **5 hrs**
Prerequisites: SPED 650 and 680. A review of major approaches in the education of behavioral and emotionally disordered children. Understanding and planning adaptations in the educational programs for disturbed children. Appropriate plans and materials are identified for use with disordered children.

SPED—Practicum in Behaviorally
682 **Emotionally Disordered I** **5 hrs**

SPED—Practicum in Behaviorally
683 **Emotionally Disordered II** **5 hrs**

SPED—Characteristics of the
685 **Gifted** **5 hrs**
A course covering the identification and characteristics of gifted and talented students from pre-school through high school. Consideration is given to the exploration of alternatives for recognizing gifted and talented children who are culturally different and/or underachieving. Alternative services models and the major instruments used for identifying gifted and talented will be studied.

SPED—Program Development and
686 **Curriculum Planning for the Gifted** **5 hrs**
Prerequisites: SPED 685. Methods and materials as they relate to fostering creativity, developing interests, and channeling abilities of the gifted and talented students from preschool through high school. The course will explore ways of organizing and promoting programs within the public school setting.

SPED—Practicum with the Gifted 5 hrs
687 Prerequisites: SPED 685 and SPED 686. Supervised practicum in programs for the gifted.

SPED—Introduction to Children with
690 Learning Disabilities 5 hrs
A course giving an overview of the field of learning disabilities as concerned with etiology, referral, diagnosis, management and educational practices.

SPED—Practicum in Learning
746A-747A Disabilities I & II 10 hrs
Prerequisites: SPED 690, 650, and 676. Supervised practicum in programs for children with practicum in programs for children with learning disabilities.

SPED—Practicum for Teachers of the
746B-747B Interrelated Area I & II 10 hrs
Prerequisites: Approval of adviser. Supervised practicum in programs for children with learning and/or adjustment problems.

SPED—Administering and Supervising
760 Public School and Special Education Programs 5 hrs
The administrative practices and problems of organizations, staffing, curriculum development, and supervision of special education in schools. Consideration is given to self-contained and mainstreaming programs.

SPED—Advanced Theory in Curriculum
770 Development and Methods for Teaching the Exceptional Child 5 hrs
Prerequisites: SPED 670 or 690, and 674 or 676, and 650. Advanced techniques in class organization, curriculum adjustment, and methods and techniques of teaching children with learning and/or behavior problems.

SPED—Practicum with the
771-772 Mentally Retarded 10 hrs
Prerequisites: permission of adviser. Supervised practicum in programs for the mentally retarded.

SPED—Methods and Materials
776 for Teaching Children with Learning Disabilities 5 hrs
Prerequisites: SPED 690 and 650. A review of theory and research in identifying effective methods of prescriptive teaching and task analysis. Appropriate materials are identified for use in teaching children with specific learning disabilities.

SPED—Competencies in Diagnostic
777 Prescriptive Teaching 5 hrs
Prerequisites: Two of the following: SPED 670, 680, 690. The major objective of this course is to offer the appropriate skills and techniques to enable teachers of children with school achievement and/or adjustment problems to more adequately ascertain areas of performance deficiencies of individual children and prescribe and administer corrective measures.

SPED—Problems of Teaching
790 Special Education 5 hrs
Prerequisite: Permission of instructor. A seminar providing the opportunity of examining problems and issues which teachers have in teaching handicapped and gifted children. The seminar is taught in relation to actual experiences of teachers.

SPED—Seminar in Special Education 5 hrs
791 Prerequisite: Permission of instructor. An advanced seminar designed to meet individual needs which teachers have in teaching handicapped and gifted children. The seminar focuses on current issues and trends in special education.

ENGLISH

ENGL—History of the
601 English Language **5 hrs**
A study of the background, origins, and development of the English language, with emphasis on phonological and morphological aspects.

ENGL—Southern Literature **5 hrs**
604 The literature of the South, including a brief background study of the literary trends from the Civil War to the Southern Renaissance and concentrating on writers of the twentieth century.

ENGL—Shakespeare **5 hrs**
606 A study of selected comedies, chronicles, and tragedies, with emphasis on the tragedies.

ENGL—Advanced English Grammar **5 hrs**
607 A comprehensive study of English grammar.

ENGL—Selected Studies **1-5 hrs**
620 Prerequisite: Permission of the Department. Reading, investigation, and writing, in the classroom or under informal direction of the faculty, on selected topics or areas not covered in other catalog listings. This course may be repeated for credit.

ENGL—Chaucer **5 hrs**
640 Emphasis on *The Canterbury Tales.*

ENGL—Composition Studies
650 for Teachers **5 hrs**
Study and practice of composition theory and teaching techniques.

ENGL—English Renaissance **5 hrs**
660 A survey of non-dramatic English literature from 1500 to the Restoration.

ENGL—English Literature of the
680 Eighteenth Century **5 hrs**

ENGL—English Literature of 19th
690 Century Romanticism **5 hrs**
A study of Romanticism with emphasis on the major poets.

ENGL—English Literature of the
695 Victorian Era **5 hrs**
A study of the major writers of the period in both prose and poetry. A general study of social conditons in England from 1832 to 1900.

ENGL—Seminar in Nineteenth Century
715-716 American Literature **5 hrs**
Content will vary according to writers and movements studied.

ENGL—Seminar in Twentieth Century
720-721 American Literature **5 hrs**
Content will vary according to genres, authors, movements studied.

ENGL—Shakespeare's Tragedies **5 hrs**
740 An intensive study of Shakespeare's major tragedies.

ENGL—Shakespeare's Comedies **5 hrs**
741 An intensive study of Shakespeare's major comedies.

ENGL—Studies in Nineteenth Century
790-791 British Romanticism **5 hrs**
An intensive study of Wordsworth-Coleridge or Byron-Shelley-Keats.

FINE ARTS

FNAR—Drawing

610	A sequence of directed	5 hrs
611	studies in drawing.	5 hrs
612		5 hrs
613		5 hrs
614		5 hrs

FNAR—Painting

615	A sequence of directed	5 hrs
616	studies in painting.	5 hrs
617		5 hrs
618		5 hrs
619		5 hrs

FNAR—Elementary School Art **5 hrs**
631 Through lecture, slides, films, and filmstrips the developmental stages of Children's Art, media and techniques appropriate for pre-school and elementary grade levels, and planning for art lessons are introduced. Studio activities involve the student in experimentation with art materials, design concepts, and projects for art teaching at the elementary level.

FNAR—Secondary School Art **5 hrs**
632 Art teaching concepts directed toward the adolescent and adult age levels. Studio activities will involve experimentation with art materials, teaching techniques, and art education philosophy that can be applied to secondary school and/or adult art program.

FNAR—Teaching Crafts **5 hrs**
633 Experiences in a variety of craft activities to encourage design and cultural awareness. Skills of children at various levels will be considered as Craft Units are planned and adapted to classroom use.

FNAR—Graphics

640	A sequence of directed	5 hrs
641	studies in printmaking.	5 hrs
642		5 hrs
643		5 hrs
644		5 hrs

FNAR—Contemporary Art History **5 hrs**
650 Contemporary art and its development.

FNAR—American Art History **5 hrs**
651 The development of painting, sculpture, architecture, and crafts in the United States.

FNAR—Renaissance Art History **5 hrs**
652 An analysis of art monuments of the Renaissance.

FNAR—Textile Design

660	A series of directed	5 hrs
661	studies in surface	5 hrs
662	design on fabrics.	5 hrs
663		5 hrs
664		5 hrs

FNAR—Weaving

665	A series of directed	5 hrs
666	intermediate and advanced	5 hrs
667	studies in weaving, theory,	5 hrs
668	spinning, and dyeing.	5 hrs
669		5 hrs

FNAR—Pottery

670	A sequence of directed	5 hrs
671	studies of advanced ceramic	5 hrs
672	techniques will be studied	5 hrs
673	which will include the	5 hrs
674	following: Production	5 hrs

techniques as well as forms of individual expression, clay and glaze formulating various methods of kiln firing and kiln construction.

FNAR—Thesis I and II **10 hrs**
719 Preparation and execution of an applied project in Art Education.

FNAR—Classroom Art Curriculum **5 hrs**
733 In-depth researching into problems of teaching art in the classroom. Curriculum planning and involvement in art materials and classroom teaching techniques will be observed.

FNAR—Techniques of Teaching Art **5 hrs**

734 In-depth techniques involved in effective methods of guiding and supervision sequential art learning for early childhood to adolescence.

FNAR—Analysis of Art for Teachers 5 hrs

735 A non-studio course designed to assist the teacher in "art appreciation" activities. Historical and contemporary art movements will be compared and analyzed.

MATHEMATICS

In addition to the basic requirements of North Georgia College for admission to the graduate program, a candidate in the area of Mathematics Education must exhibit training in Mathematics and Mathematics Education which qualifies the candidate for the T-4 teaching certification in Mathematics. Until such requirements are met as approved by the Director of Certification of the State Department of Education, the student will not be allowed to file a program of study toward the degree.

All study programs must include Mathematics 701 and/or Mathematics 702.

MATH—Differential Equations 5 hrs
600 Prerequisite: MATH 246. An introductory course in ordinary differential equations with emphasis upon linear differential equations of the first and second orders.

METR—Meteorology 5 hrs
601 A basic course designed to acquaint the student with the fundamental concepts of meteorology and its relation to other fields of interest. Mathematics will be used when it seems essential to the complete understanding of a concept. Included are such topics as air masses and front, cloud classification, precipitation mechanisms, weather observations, fundamental forecasting theories, and interpretation of weather charts and diagrams.

MATH—Introduction to Mathematics
610 for Elementary and Junior High Teachers I 5 hrs
This course promotes facilities with the concepts, structure, and style of mathematics studied and taught in the elementary school with emphasis on the arithmetic strands.

MATH—Introduction to Mathematics
611 for Elementary and Junior High Teachers II 5 hrs
This course promotes facilities with the concepts, structure, and style of mathematics studied and taught in the elementary school with emphasis on the geometric strands.

MATH—Geometry for Teachers 5 hrs
612 Designed to prepare the student to teach modern secondary school geometry. Euclidean and non-Euclidean geometrics.

MATH—Elementary Vector Analysis 5 hrs
615 Prerequisites: Math 247 or Consent of the Department Head. The elements of vector algebra and vector calculus with some space generalizations.

MATH—Orthogonal Functions
616 and Boundary Value Problems 5 hrs
Prerequisite: MATH 247 and MATH 300; or consent of Department Head. A study of fourier series and integrals, Sturm-Liouville systems, applications to solution of partial differential equations with boundary conditions.

MATH—Functions of a Complex Variable **5 hrs**
618 Prerequisite: Math 247 or consent from Department Head. Conditions for analyticity, elementary functions, the Cauchy integral theorem, the fundamental theorem of algebra, power series, residues, poles, conformal mapping.

MATH—Mathematical Analysis I **5 hrs**
620 Prerequisite: MATH 247 or consent of the Department Head. An introduction to the real number system, the basic notions of set theory, limit concepts and continuity, and the foundations of the differential and integral calculus of one variable.

MATH—Mathematical Analysis II **5 hrs**
621 Prerequisite: MATH 410 and MATH 247. A continuation of MATH 410 to include the calculus of several variables, improper integrals, Taylor series, and uniform convergence.

MATH—Theory of Numbers **5 hrs**
631 A study of elementary problems in number theory with topics from divisibility, congruences, residues, special functions, Diophantine equations, continued fractions.

MATH—Probability and Statistics **5 hrs**
639 Prerequisite: MATH 246. A calculus-based introduction to probability distributions and statistical inference. Topics will include probability distributions, expectation, hypothesis testing, and estimation procedures.

MATH—Theory of Probability **5 hrs**
640 Principal topics include combinatorial methods, axiomatic probability, discrete and continuous probability, distributions, mathematical expectation, moment generating functions.

MATH—Mathematical Statistics **5 hrs**
641 Prerequisite: Math 640. Principal topics include sums of random variables, sampling distributions, properties of estimators, tests of hypothesis.

MATH—Introduction to Discrete Mathematics **5 hrs**
650 A course in discrete mathematical structures. Topics will include sets, logic, Boolean algebra, elementary graph theory, and combinatorial methods.

MATH—Numerical Analysis **5 hrs**
655 Prerequisite: Math 246. Numerical solutions to problems in mathematics; roots of non-linear equations, zeros of polynomials interpolation, systems of linear algebraic equations, quadrature ordinary differential equations methods on computer.

MATH—Mathematical Models **5 hrs**
659 Prerequisite: MATH 240 and MATH 246 or consent of Department Head. A study of various mathematical models, with emphasis on problems from the managerial, social, and biological sciences. Topics will be selected from the following: Graph Theory, Matrix Algebra, Probability, Combinatorial Theory, Mathematical Programming, Calculus-based Models.

MATH—Abstract Algebra **5 hrs**
660 Prerequisite: Math 246 or consent of Department Head. A formal introduction to the algebra of groups, rings, and fields.

MATH—Linear Algebra **5 hrs**
665 Prerequisite: Math 246 or consent of Department Head. An introduction to the basic concepts of linear algebra. Topics include finite-dimensional vector spaces, bases, linear transformations, and matrices.

MATH—History of Mathematics **5 hrs**
670 A survey of the historical development of mathematics with emphasis on topics for secondary teachers.

MATH—Seminar in Applications of Mathematics **5 hrs**
701-702 Topics will vary among social, business, and scientific applications of mathematics, statistics, operations research and the computer.

MATH—Foundations of Geometry 5 hrs
712 A study of Euclidean and Non-Euclidean topics.

MATH—Topics in Modern
721 Algebra for Teachers 1-5 hrs

MATH—Topics in Matrix
722 Algebra for Teachers 1-5 hrs

MATH—Topics in Calculus
723 for Teachers 1-5 hrs

MATH—Topics in Geometry
724 for Teachers 1-5 hrs

MATH—Topics in Graph
725 Theory for Teachers 1-5 hrs

MATH—Topics in Combinatorial
726 Mathematics for Teachers 1-5 hrs

MATH—Topics in Computer
727 Science for Teachers 1-5 hrs

MATH—Topics in Discrete Mathe-
728 matics for Teachers 1-5 hrs

MATH—Probability and Statistics 5 hrs
740 A study of various distributions and hypothesis testing.

MATH—Independent Study
780 in Math 5 hrs

CpSc—Independent Study in
780 Computer Science 1-5 hrs

MODERN LANGUAGES

MLAN
615 Advanced French Composition and Syntax 5 hrs

MLAN
617—French Literature of the Seventeenth Century 5 hrs

MLAN
618—French Literature of the Nineteenth Century 5 hrs

MLAN
619—Contemporary French Literature 5 hrs

MLAN
620—Guided Study in Foreign Languages 5 hrs

MLAN
650—French Phonetics 5 hrs
An intensive study of pronunciation building fluent expression.

MLAN
695/696— 5 hrs/5 hrs
"Study Abroad Program"

MLAN
701—Advanced French Grammar 5 hrs

MLAN
702—Advanced German Grammar 5 hrs

MLAN
703—Advanced Spanish Grammar 5 hrs

MLAN
706—Romance Philology 5 hrs
For French and Spanish.

MLAN
707—Old French 5 hrs
An introduction to the morphology and syntax of early French.

MLAN
721—French Literature of the Renaissance 5 hrs

MLAN
722—French Literature of the Eighteenth Century 5 hrs

MLAN
731—German Literature Since 1945 5 hrs

MLAN
780—Independent Study in Foreign Languages 5 hrs

PHYSICAL EDUCATION

PHED—Sex Education **5 hrs**
600 A study of the attitudes and standards of the physical, emotional and behavioral aspects of sex.

PHED—Materials and Methods in
605 Physical Education **5 hrs**
A study of the administrative processes and methodology needed to develop a thorough understanding of desirable standards and program implementation in physical education.

PHED—Elementary and Secondary
620 School Physical Education **5 hrs**
A study and practicum in the objectives, needs, methods, and materials of elementary and secondary school children involved in a modern day physical education program.

PHED—Exercise Physiology **5 hrs**
650 A combined study of the structure and function of the human body. Lecture and laboratory experience includes the study of the minute and gross anatomical and physiological structures of man as it relates to man living in the physical world of muscular activity.

PHED—Kinesiology and Therapeutics 5 hrs
660 A study of the movements of the human body and their working relationship in normal and atypical individuals.

PHED—Health Education **5 hrs**
690 A study of the physical and mental health problems of society as they relate to man and his confrontations with mental health, alcohol, disease, drugs, marriage, nutrition, physical fitness and sex.

PHED—Curriculum Planning in
700 Physical Education **5 hrs**
Deals with the administration, planning, construction, and content of curriculum in modern day physical education programs.

PHED—Scientific Aspects of Exercise 5 hrs
704 A consideration of the effect of exercise on the functions of the organic systems of the body with particular emphasis on the physiological changes occurring during exercise.

PHED—Prevention and Treatment
705 of Athletic Injuries **5 hrs**
This course deals specifically with the immediate care and long term prevention, treatment and rehabilitation of injuries occurring from sports and physical activities.

PHED—Analysis of Motor Skills **5 hrs**
706 Analysis of motor skills based on laws and principles of mechanics.

PHED—Administration of Physical
713 Education in the School Program **5 hrs**
Program planning; budgeting, selection, care and maintenance of equipment and facilities; personnel; and other administrative problems; evaluation of physical education in the school programs.

PHED—Current Problems in Health,
714 Physical Education and Recreation **5 hrs**
Problems met in a comprehensive program of health, physical education, or in recreation in the school and community. Special emphasis given to problems in areas of students' interests.

PHED—History of Physical Education 5 hrs
715 Greek and Roman concepts of physical education, education and physical education in the Renaissance and Reformation, historic events, and principles of European and American physical education. Special reference given to the value of physical education in the current economic and social life of the nation.

PHED—Case Studies in Physical
717 Education and Athletics **5 hrs**
Problems dealing with the administration and teaching of physical education and athletics are studied by using the case study method.

PHED—Movement Education **5 hrs**
720 Movement education, which emphasizes exploration and discovery of sound natural movement, will be studied to provide a basic understanding of the evolution, nature, purpose, methods, and various techniques used in this modern approach to physical education.

PHED—Aspects of Sports in American
722 **Culture** **5 hrs**
An analysis of the place of sport in American culture. A study of the historical influences of sport on economics, politics, nationalism, curriculum and methods of instruction, professional preparation, dance, leisure, and amateur and professional status.

PHED—Theories of Coaching **5 hrs**
723 A focus on why athletics and spectators behave the way they do in various athletic and physical activity settings and how said scope encompasses the major psychological dimensions underlying such behavior.

PHED—Independent Study in Physical
780 **Education** **5 hrs**
The study of a topic or problems in Physical Education significantly related to the student's interest. (By approval of student's adviser.)

PHYSICS

PHYS—Mechanics—Analytical **5 hrs**
615 Prerequisite: Physics 230. May be taken concurrently with Math 300. Kinematics, using vector analysis, dynamics of particles, rotation and planetary motion, the linear harmonic oscillator, studies of energy, momentum and impact, introduction to the most general methods of solving dynamical problems.

PHYS—Mechanics for Teachers **5 hrs**
620 Four lectures and discussions and one, two-hour laboratory period per week. Prerequisite: Math 245. This course is designed to aid the elementary physics teacher in dealing with problems in mechanics which may arise in his teaching. The effective presentation of physics concepts in this area will be emphasized.

PHYS—Waves, Electricity, and
630 **Magnetism** **5 hrs**
Prerequisite: Physics 615. This course is designed to aid the elementary physics teacher in dealing with problems in waves, electricity, and magnetism which may arise in his teaching. The effective presentation of physical concepts in this area will be emphasized. Four lectures and discussions and one, two-hour laboratory period per week.

PHYS—Modern Physics **5 hrs**
635 Prerequisite: Physics 615. This course is designed to aid the elementary physics teacher in dealing with problems in modern physics which may arise in his teaching. The effective presentation of physical concepts in this area will be emphasized. Four lectures and discussions and one, two-hour laboratory period per week.

PHYS—Electronics **5 hrs**
640 Prerequisite: Physics 224. A study of the elementary principles of electronics. The laboratory work consists of the study of electronic circuits and the use of testing equipment. Four lecture-recitations and one, two-hour laboratory per week.

PHYS—Digital Electronics **5 hrs**
645 Prerequisite: PHYS 224. An introduction to Digital Electronic Technology. Topics to be included are number systems, Boolean algebra, logic families in use, comparisons of

the logic families, and logic circuit design. The laboratory exercises will be selected to complement the classroom lectures. Four one-hour lectures and one two-hour laboratory per week.

PHYS—Computer Interfacing **5 hrs**
650 Prerequisite: PHYS 224, PHYS 376L. This course will demonstrate some of the possible applications of micro computing to scientific data acquisition, display and processing, in Basic or machine language or a hybrid combination of the two. The students will be provided with hands-on experience with the different types of hardware and interfaces usually found in microcomputer systems.

PHYS—Teaching Elementary
660 School Science **5 hrs**
A course dealing with the everyday aspects of physics, chemistry, and astronomy as they might need to be explained by the elementary teacher with little specific training in the physical sciences. The work will include demonstrations and suitable experiments that can be performed with materials available in the average elementary and home situation.

PHYS—Teaching of Modern Science
661 Curricula—(K-8) **5 hrs**
Five hours of "hands-on" class activity per week designed to familiarize the student with modern Elementary Science Programs and how to teach them. The course will involve curriculums such as ESS, SCIS, SAPA, and COPES.

PHYS—Teaching of Modern Science
662 Curricula—(7-12) **5 hrs**
Five hours of "hands on" class activity per week designed to familiarize the student with modern Junior High and Secondary Science Programs and how to teach them. The course will involve curriculums such as ESS, SCIS, SAPA, and COPES.

PHYS—Physics Laboratory I
675A, 676A, 677A **1, 1, 1 hrs**
Selected experiments from the various branches of physics, clarifying and expanding the work of the classroom, and developing good laboratory techniques. The evaluation and the interpretation of experimental data.

PHYS—Thermodynamics **5 hrs**
700 Prerequisites: Physics 225 and Math 300. A study of temperature and its measurement, calorimetry, and some topics from thermodynamics. Five lecture-recitations per week.

PHYS—Curriculum Study in Physics for
701-702 Secondary Teachers **5, 5 hrs**
These courses are designed to acquaint the student with some of the problems encountered in a high school physics presentation. A personalized system of instruction (self-paced-self-study) will be used to introduce the students to PSSC, Harvard Project, and ECCP curriculum projects. Both need not be taken to get credit.

PHYS—Electricity and Magnetism I **5 hrs**
710 Prerequisite: Physics 240. With consent of Instructor, may be taken concurrently with Math 300. A course considering in somewhat more advanced manner the topics of electrostatics, magnetostatics, electrolysis, basic circuit theory, and related topics.

PHYS—Electricity and Magnetism II **5 hrs**
720 Prerequisite: Physics 410. This course is a continuation of Physics 410 with emphasis on electrodynamics, alternating current theory, transmission lines, filters, electromagnetic wave theory and related topics.

PHYS—Nuclear Physics **5 hrs**
740 Prerequisite: Physics 320 or 310. A study of natural radioactivity, interaction of radiation with matter, radiation measuring instruments and the detection of nuclear particles plus a survey of the current state of experimental and theoretical nuclear physics.

PHYS—Quantum Mechanics **5 hrs**
750 Prerequisites: Physics 310 or 320, Math 300. Introduction to the quantum mechanics of one-dimensional

systems. An introduction to Schroedinger's equation with emphasis being placed on solutions for one-electron atoms.

PHYS—Physics Laboratory II
775, 776, 777 **1, 1, 1 hrs**
A continuation of Physics Laboratory I.

PHYS—Independent Study
780

PHYS—Introduction to Research Methods
790, 791, 792 **5, 5, 5 hrs**
This course consists of two or three lectures and demonstrations per week with laboratory work. The lectures will include the various research techniques, theory of errors, analysis of experimental data, use of library sources, and report writing. The student will be required to use library sources and to perform various experiments. The student will also be required to report his work by class talks and written reports.

HISTORY

Independent Studies and Colloquims

HIST—Studies in Histiography **5 hrs**
600

HIST—Studies in Ancient
610 and Medieval History **5 hrs**

HIST—Studies in Early
620 Modern Europe **5 hrs**

HIST—Studies in Nineteenth &
630 Twentieth Century World **5 hrs**

HIST—Studies in Modern
640 World Revolutions **5 hrs**

HIST—Studies in Twentieth Century
645 History Since 1928 **5 hrs**

HIST—Studies in U.S. History **5 hrs**
650

HIST—Studies in Social & Cultural
655 History of U.S. **5 hrs**

HIST—Studies in Southern
660 History History **5 hrs**

HIST—Studies in U.S.
665 Diplomatic History **5 hrs**

HIST—Studies in Modern
670 Diplomatic History **5 hrs**

HIST—Studies in Military
675 History **5 hrs**

HIST—Studies in Regional and
690 Local History **5 hrs**

HIST—Studies in Third World
699 History **5 hrs**

HIST—Readings and Research in
700 American History **5 hrs**

HIST—Readings and Research in
701 American Social and Cultural History **5 hrs**

HIST—Readings and Research in
702 Southern History **5 hrs**

HIST—Readings and Research in
703 American Diplomatic History **5 hrs**

HIST—Readings and Research in
704 English History **5 hrs**

HIST—Readings and Research in
705 the Western Tradition **5 hrs**

HIST—Readings and Research in
706 Modern World History Since 1900 **5 hrs**

HIST—Readings and Research in
707 Diplomatic History Since 1870 **5 hrs**

HIST—Readings and Research in Russian History 708 5 hrs

HIST—Readings and Research in European Social and Cultural History 709 5 hrs

HIST—Reading and Research in Third World History 710 5 hrs

HIST—Independent Study 780 5 hrs

POLITICAL SCIENCE

PLSI—Studies in the American Constitutional System 655 5 hrs

PLSI—Studies in American Political Institutions 656 5 hrs

PLSI—Studies in American Political Thought 657 5 hrs

PLSI—Studies in International Relations 660 5 hrs

PLSI—Studies in Soviet and Eastern European Government 661 5 hrs

PLSI—Studies in Soviet Foreign Policy 662 5 hrs

PLSI—Studies in Comparative Government 663 5 hrs

PLSI—Readings and Research in the American Political System 700 5 hrs

PLSI—Readings and Research in State and Local Government 701 5 hrs

PLSI—Readings and Research in American Political Thought 702 5 hrs

PLSI—Readings and Research in Constitutional Studies 703 5 hrs

PLSI—Readings and Research in Latin American Studies 704 5 hrs

PLSI—Readings and Research in Comparative Government 705 5 hrs

PLSI—Readings and Research in International Relations 706 5 hrs

PLSI—Readings and Research in Political Thought 707 5 hrs

PLSI—Readings and Research in Soviet and Eastern European Studies 708 5 hrs

SOCIAL SCIENCE

SOSC—Statistics for the Social Sciences 600 5 hrs

Prerequisite: Math 240. A brief review of the basis for inferential and descriptive statistics; statistical inference and the assumptions of causality through specific techniques and procedures including correlation, regression, etc. Emphasis will be placed on understanding the concepts behind the techniques as well as the mechanical skills involved. Calculators will be helpful for this course.

SOSC—Research Methods in the Social Sciences 610 5 hrs

Prerequisite: SOSC 600 or permission of the instructor. A basic introduction into the area of research methods. The main areas of social

research will be examined. Field Survey Evaluation, Experimentation and Content, Pragmatic and Theoretical considerations will also be examined. A research project will be required of all students.

SOSC—Family Violence **5 hrs**
635 Interdisciplinary course which will deal with the main areas of family violence, wife beating, husband beating, child abuse, sibling violence and "granny-bashing". These areas will be explored concerning causation social and cultural context. Research in the area, responsibility and proposed means of prevention will also be dealt with.

SOSC—Law and Society **5 hrs**
650 A general overview of how laws can affect society and how people's attitudes can affect the law. It will deal with several landmark cases and laws including Brown vs. Board of Ed. (desegregation), Roe vs. Wade (abortion), prohibition laws, drug abuse laws, and laws against homosexuality. The course will be taught in a seminar format.

SOCIOLOGY

SOCI—Race and Ethnicity **5 hrs**
605 An examination of the development and persistence of racial and ethnic cleavages in societies, especially the U.S. Close attention will be given to the historical and economic functions of racism and discrimination, as well as their implications for a pluralistic society.

SOCI—Sociological Theory **5 hrs**
610 A survey of the major theoretical concepts of major writers in sociology from Comte to the present.

SOCI—Social Stratification **5 hrs**
615 Explores the economic, political and social basis of stratification and inequality in the U.S. today. Attention is given to the origins and nature of social classes, as well as other social divisions such as occupation, sex, race, ethnicity, wealth and power.

SOCI—Social Movements and
618 Collective Behavior **5 hrs**
An analysis of mass movements and collective protest from a historical and behavioral perspective. Emphasis is on understanding social movements as both agents and products of social change and their relationship to various other forms of collective phenomena.

SOCI—Juvenile Delinquency **5 hrs**
621 This course emphasizes three areas of the problem of juvenile delinquency—Causation, Treatment, and Prevention.

SOCI—The Feminist Movement **5 hrs**
630 A historical study of the Feminist Movement in the United States emphasizing its political, economic, and social impact.

SOCI—Political Sociology **5 hrs**
635 A sociological analysis of political systems and power and their relationship to social and economic forces. Attention is given to exploring the question of "who rules America" and the processes involved in maintaining and legitimating political order.

SOCI—Population and Environment **5 hrs**
640 An examination of the sociological relationships between population growth, economic policies, natural resources, and environmental degradation. Emphasis is on viewing such problems from an ecological perspective and their consequences for future survival.

SOCI—Occupations and
650 Organizations **5 hrs**

An analysis of occupations, professions, and work roles from an organizational perspective. Attention is paid to such topics as occupational inequalities, mobility, and professional ethics, as well as the effect of technology on work and job satisfaction.

SOCI—Readings and Research in
700 Social Problems **5 hrs**
(Permission of Instructor)

SOCI—Independent Study **5 hrs**
780 (Permission of Instructor)

The following Economics courses offered by the Department of Business Administration will be acceptable toward the fulfillment of requirements for the M.Ed. degree in Social Science Education.

BADM—Macroeconomic Analysis **5 hrs**
621 Prerequisites: BADM 151 and 152. An intensive study of the measurement, analysis, and control of aggregate economic activity. The economic principles underlying national income, business cycles, and growth are examined; and particular attention is given to problems involved in formulating economic policies.

BADM—Intermediate Economic
622 Analysis **5 hrs**
Prerequisites: BADM 151 and 152. An intensive study of price theory and its uses. Specific topics covered include the theory of demand, the theory of the film, pricing in competitive and monopolistic markets, and the pricing of economic resources.

BADM—Money and Banking **5 hrs**
625 Prerequisites: BADM 151 and 152. A study of the basic principles and concepts of money and credit and their importance in the present economy. The major topics emphasized are the key role of the commercial banking system in our economy, central banking as a means of expanding and stabilizing the supply of money and credit, monetary and fiscal policies, international banking and finance, and other banking credit institutions.

BADM—Labor Economics **5 hrs**
626 Prerequisites: BADM 151 and 152. A study of the origin of the labor movement; population and the labor force; organized labor; union organization and management; collective bargaining; and the problems of unemployment, full employment, wage theory and policies, and labor legislation.

BADM—Public Finance **5 hrs**
646 Prerequisites: BADM 151 and 152. A study of the principles and techniques of government debt; specific tax and non-tax revenues; and expenditures at the national, state and local levels.

BADM—Economics for High
720 School Teachers **5 hrs**
Develops the content, teaching, and application and economics to citizen needs for teachers who desire an understanding of general economics in the public school curriculum.

BADM—Economics for Elementary and
721 Middle School Teachers **5 hrs**
Develops the content, teaching, and application of economics for teachers who desire an understanding of general economics in the K-8 public school curriculum.

BADM—Consumer Economics **5 hrs**

722 This course is designed for teachers and those students who desire a detailed study of consumer problems. The more important elements of consumer education are reviewed, including consumer goods, consumers' services, buying problems, consumer organization, problems of personal finance, and well-balanced spending programs.

GEOG—Readings and Research in Geography for Teachers **5 hrs**

700 This course considers the evolution of the discipline, its current conceptional core; area "element-complexes," systematic vs. regional analytical procedures. Considers standard bibliographic statistical and cartographic sources. Procedures in adapting information from several sources to the classroom.

(OFFERED THROUGH THE DEPARTMENT OF EDUCATION)

Graduate Faculty

GRADUATE FACULTY

LINDA AUGUST (1972) ..... Associate Professor of Social Science
A.B., Wesleyan College; M.S.S.W., University of Tennessee

GEORGE B. BELDEN (1971) ..... Associate Professor of Education
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